



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: Ralph J. Bunche Middle School			District Name: Atlanta Public Schools		
Principal Name: Mr. Mario M. Watkins			School Year: 2016-2017		
School Mailing Address: 1925 Niskey Lake Dr, SW, Atlanta, GA, 30331					
Telephone: 404-802-6700					
District Title One Director/Coordinator Name: Dr. Kathleen Yarbrough					
District Title One Director/Coordinator Mailing Address: 130 Trinity Avenue Atlanta, Georgia 30303					
Email Address: kyarbrough@atlanta.k12.ga.us					
Telephone: 404-802-2842					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/>					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	



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Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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Planning Committee Members:

NAME	POSITION / MEMBER'S SIGNATURE	ROLE
M. Watkins	Principal	Facilitated round table discussions about Bunche's academic performance in 2016-2017 school year. Created the framework for improving the schools CCRPI. Discussed methods for continuing to transform the school's culture, improve student attendance, and improve student achievement on the GA Milestones.
C. Blassingame	Assistant Principal	Presented information about how Bunche's master schedule of classes will support the teaching and learning of the of Math & ELA GA Standards of Excellence for the 2016-2017 school year.
M. Taylor R. Archibald E. Lee	Assistant Principal Engagement Specialist Graduation Coach	Facilitated the discussion about Bunche's school-wide testing and assessment plan, academic and behavioral interventions, and support for student academic achievement in the four core content areas for the 2016-2017 school year. Introduced ideas for monitoring student behavior, attendance, grades, SST/RTI. Additionally, Bunche's PBIS incentive program was discussed.
D. Jude	Safety Coordinator	Facilitated the discussion about relationship of instructional program to building operations/safety.



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K. Daniels	Math Instructional Coach	Facilitated discussions about common instructional practices to be used in math during the 2016-17 school year. Discussed the Bunche plan to unpack the math 6 th , 7 th , & 8 th grade GA Standards of Excellence and implementing the APS Common Instructional Practices in Math during our weekly PLC and monitoring teaching and learning from the APS Math Units of Study
K. Johnson	ELA Instructional Coach	Presented information about the schoolwide reading intervention and extension strategies. Discussed the Bunche plan to unpack the 6 th , 7 th , & 8 th grade ELA GA Standards of Excellence and implementing the APS Common Instructional Practices in ELA during our weekly PLC and monitoring teaching and learning from the APS ELA Units of Study In addition, the plan for teaching the 5 parts of writing in 6 th , 7 th , & 8 th grade ELA/Reading classes.
L. Durham-Martin	Social Studies Instructional Coach	Presented information about the instructional methods that will be implemented in Social Studies classes. Explained how the use of “Thinking Maps” all contents would assist students with processing informational text. Also discuss how writing will we supported using interactive notebooks and how reading will be supported using Reading



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		Plus.
Z. Gordon	Science Teacher Leader	Discussed the plan for increasing engagement in science classes on all grade levels by supporting teachers with classroom demonstrations and labs. In addition, she shared a plan for rolling out weekly inquiry, use of manipulatives and student centered technology.
J. Gamble	Lead Special Education Teacher	Gave updates about APS's Special Education initiatives and the Bunche plan to support students with disabilities to improve their academic performance on the GA Milestones in ELA, Math, Science, and Social Studies in grades 6 th , 7 th , & 8 th . Discussed the PLC for co-teaching and research based methods of instruction being used in the 2016-17 school year to support special education students.
R. Parker	Media Specialist	Presented information about media resources that can be used to assist teachers with their instruction. In addition, the school's technology needs and recommendations for the instructional technology to support instruction were discussed.
R. White	Parent / PSTA	Discussed ideas for getting parents more involved in student academic achievement. Also discussed parental communication plan and updates to the PSTA website.
L. Foster	Parent Liaison / GoTeam	Discussed the purpose of



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		parental involvement and the APS GoTeam. Suggested ideas for getting parents engaged in the supporting student attendance, school culture and climate, and academic achievement.
A'ylana Taylor	Student Ambassador	Suggested ways in which teachers could make learning interesting and engaging to improve student achievement. (i.e. more course offerings and academic support)
Ronald White, Jr.	Student Representative	Discussed ways in which students could collaborate with the faculty and staff to improve the school's academic culture and reduce the number of student disciplinary infractions (i.e. more clubs and organizations)



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SWP Components

- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

- We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were: Dr. Mario M. Watkins, Principal, Ms. Cephia Blassingame, Assistant Principal, Dr. Michael Taylor, Assistant Principal, Dr. Wislene John, Assistant Principal, Officer DeShawn Jude, Safety Coordinator, Mrs. Ria Archibald, Engagement Specialist, Mr. Eldridge Lee, Graduation Coach, Mrs. Kimberly Johnson, ELA Instructional Coach, Mrs. Lovetta Durham-Martin, Social Studies Instructional Coach, Mrs. Zakia Gordon, Science Teacher Leader, Mr. Kyle Daniels, Math Instructional Coach, Mrs. Rabiah Parker, Media Specialist, Ms. Romeka White, PSTA, Mrs. Lona Foster, Parent Liaison/GoTeam Member, and Joe Gamble, Special Education Lead Teacher, A'ylana Taylor, Student Ambassador, and Ronald White, Jr., Student Representative.

The aforementioned Title I Planning Committee members all provided input and assisted in the comprehensive needs assessment of the instructional practices that will benefit student achievement at Bunche Middle School. The Principal spearheaded and facilitated all discussions and planning meetings.

The Assistant Principals led the grade-level discussions with teachers and stakeholders to identify the instructional needs for the school that directly impact student achievement.

The instructional coaches disaggregated test scores, academic data, and other relevant student information to identify specific instructional areas of concern for professional development and coaching in the four content areas.

The teacher representative worked collaboratively with the media specialist to identify instructional technology needs that will directly impact and improve student achievement.

The parent liaison and the PTSA representative gathered survey data from parents, stakeholders, and community members as to their areas of concern for improvement in classroom instruction and student achievement.

The special education lead teacher researched the instructional needs of students that did not demonstrate mastery on the GA Milestones and on unit assessments in the previous year. He also collaborated to devise a school-wide academic intervention plan for special education students that will be tracked and monitored the Graduation Coach. The plan consists of the implementation of inclusion co-teaching and resource small group models. The co-teaching staff members will take part in on-going training to become familiar



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***1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

with effective ways to work as teaching teams who use data and researched based strategies to differentiate instruction that meets the needs of diverse groups of learners. Progress monitoring will be used to assess the levels of success within this program. In addition, the graduation coach will work with all teachers to implement a Positive Behavior Intervention Support program.

- During the planning and creation of the Bunche Middle School Title I Schoolwide School Improvement Plan, we have used the following instruments: a) A parent survey regarding what they perceived as the instructional priorities, strengths, and weaknesses of the school, b) A student survey, used to gain input as to their perceived instructional priorities for at risk students, and c) A comprehensive instructional needs assessment that involved all teachers, faculty, and community stakeholders.

The chart below shows the current GA Milestones score data for the past two years.

GA Milestones Content Results	Grade	2015	2016	Change
ELA Beginning	6	50%	50%	0
ELA Developing	6	33%	35%	+2
ELA Proficient	6	16%	14%	-2
ELA Distinguished	6	1%	1%	0
Math Beginning	6	50%	56%	-6
Math Developing	6	39%	33%	-6
Math Proficient	6	10%	10%	0
Math Distinguished	6	1%	1%	0
Science Beginning	6	56%	66%	-11
Science Developing	6	28%	33%	+5
Science Proficient	6	15%	8%	-7
Science Distinguished	6	1%	0%	-1
Social Studies Beginning	6	48%	53%	-5
Social Studies Developing	6	30%	37%	+7
Social Studies Proficient	6	13%	8%	-5
Socials Studies Distinguished	6	8%	3%	-5
ELA Beginning	7	52%	43%	+11
ELA Developing	7	31%	44%	+13
ELA Proficient	7	17%	13%	-4
ELA Distinguished	7	0%	0%	0
Math Beginning	7	53%	52%	+1



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Math Developing	7	36%	38%	+2
Math Proficient	7	10%	7%	-3
Math Distinguished	7	2%	2%	0
Science Beginning	7	45%	56%	-11
Science Developing	7	34%	27%	-7
Science Proficient	7	19%	14%	-5
Science Distinguished	7	2%	3%	+1
Social Studies Beginning	7	52%	47%	+5
Social Studies Developing	7	34%	37%	+3
Social Studies Proficient	7	11%	15%	+4
Social Studies Distinguished	7	3%	2%	-1
ELA Beginning	8	34%	34%	0
ELA Developing	8	47%	43%	-4
ELA Proficient	8	18%	22%	+4
ELA Distinguished	8	1%	1%	0
Math Beginning	8	54%	53%	+1
Math Developing	8	38%	42%	+4
Math Proficient	8	7%	5%	-2
Math Distinguished	8	1%	0%	-1
Science Beginning	8	72%	65%	+7
Science Developing	8	21%	28%	+7
Science Proficient	8	6%	7%	+1
Science Distinguished	8	1%	1%	0
Social Studies Beginning	8	53%	41%	+8
Social Studies Developing	8	38%	46%	+8
Social Studies Proficient	8	8%	13%	+5
Social Studies Distinguished	8	1%	0%	-1

- To ensure compliance with Title I Part-C (Migrant Education), GaDOE Occupational Survey questions have been incorporated within APS Student Enrollment Form. If yes, responses to any of these questions are received, the name and contact information is forwarded to the ABAC Migrant Education Consortium to determine Migrant status and eligibility for program services and support. Students who are deemed eligible for Migrant education program services, receive support at their local school and offered additional academic support, resources and other services coordinated by the ABAC consortium. Student grades and progress reports from their home school are used to identify their weakness and determine if additional support is needed. Tutorial sessions are designed to address deficiencies and to ensure students master skills required to meet academic standards.



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*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- The Title I Planning Committee carefully analyzed current and historical achievement data to identify and understand how to help the school understand the four content subjects and subsequent skills in which teaching and learning needs to be improved.
After reviewing all 2015-2016 TKES observation data and analyzing the most recent student academic data from Bunche Middle School, there is a significant need for classroom instructional support in the following areas: a) Use of SMART goals and standards based performance objectives, b) Differentiated instruction, c) Use of flexible small groups, d) Bloom's Taxonomy Higher level learning strategies, e) Improved student engagement through rigor and relevance, f) Consistent use of formal and informal assessment strategies, g) Use of higher level questioning techniques, h) Use of instructional technology, i) Thinking Maps to enhance students' conceptual understanding in each content area and support writing across the curriculum.

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:

- Economically disadvantaged students:
100% of the students at Bunche Middle School Qualify for free and reduced lunch
Students from major racial and ethnic groups
97% of our students are Black
1.8% of our students are Hispanic
<1% of our students are Multiracial
<1% of our students are White
Students with disabilities
15% of students of the students enrolled have an identified disability
Students with limited English proficiency
<1% of our students are ESOL
The data helped the Title I Planning Committee to reach several conclusions regarding achievement.

Major Strengths:

The major strengths of the school are:

- 8th grade ELA and Social Studies GA Milestone scores

Table with 4 columns: Grade, Content, Proficient or higher, Beginning. Rows show data for grades 6, 7, and 8 in ELA.



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Grade	Content	Proficient or higher	Beginning
6	Soc.Stud.	47%	53%
7	Soc.Stud.	53%	47%
8	Soc.Stud.	59%	41%

The GA Milestones data from the core academic content areas demonstrates a significant need for academic support in the following areas:

Major Needs:

6th, 7th, and 8th grade Math GA Milestones scores

Grade	Content	Developing or higher	Beginning
6	Math	44%	56%
7	Math	48%	52%
8	Math	47%	53%

6th, 7th, and 8th grade GA Milestones Science scores

Grade	Content	Developing or higher	Beginning
6	Science	34%	66%
7	Science	44%	56%
8	Science	35%	65%

6th and 7th grade GA Milestones Social Studies scores

Grade	Content	Developing or higher	Beginning
6	Soc.Stud.	47%	53%
7	Soc.Stud.	53%	47%
8	Soc.Stud.	59%	41%

- **The Root Causes that we discovered for each of needs are:**

ELA & Math Data:

The conclusions and trends in ELA and Math data that reflected a decrease in the number of students who scored in the developing learner range or higher on the April 2016 GA Milestones speak to a school-wide weakness in teaching the tested curriculum with fidelity. The Title I Planning team concluded that gains that were achieved in ELA and Math were a result of the instructional staff being engaged in on-going content specific professional development, instructional coaching in ELA and Math and due to effective implementation and monitoring of high-yield strategies and researched based practices.



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Science Data:

The conclusions and trends in Science data reflect a decrease in the number of 6th, 7th, and 8th grade students who scored in the developing learner range or higher on the April 2016 GA Milestones speak to a school-wide weakness in the use of student academic data to plan differentiated lessons. However, the number of students who scored in the distinguished category on the Science April 2016 GA Milestones increased. The Title I Planning team has concluded that more professional development and instructional coaching is needed for teachers of science.

Social Studies Data:

The conclusions and trends in Social Studies data reflect an increase in the number of 6th, 7th, and 8th grade students who scored in the developing learner range or higher on the April 2016 GA Milestones. It is concluded that this growth resulted from an intentional effort to use student academic data to plan differentiated lessons. However, the number of students who scored in the distinguished category on the Social Studies April 2016 GA Milestones decreased. The Title I Planning team has concluded that more professional development and instructional coaching is needed for teachers of Social Studies to support on grade-level reading and to support higher-level academic teaching strategies.

o **The needs we will address are:**

In order to increase the number of students scoring in the developing learner range or higher on the April 2016 GA Milestones in Math and ELA on the April 2017 Milestone Assessment, teachers will continue to participate in ongoing professional development for Math and ELA GA Standards of Excellence (GSE). This includes instructional support from MRESA and identified teachers attending the International Baccalaureate Conventions as well as professional learning about: a) Use of SMART goals and standards based performance objectives, b) Differentiated instruction, c) Use of flexible small groups, e) APS Instructional Best Practices, f) Consistent use of formal and informal assessment strategies, and g) use of Thinking Maps. In addition, all four of the content area coaches will meet with teachers for weekly for 65 minutes to model lessons, introduce and plan activities that motivate and challenge students to become more engaged critical thinkers.

In addition, the Science Lead Teacher and the Social Studies Instructional Coach will meet with Science and Social Studies teachers weekly for 65 minutes to introduce, model, and plan lessons that challenge students to become more



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critical thinkers in science and social studies. Science teachers will receive an extensive amount of support with implementing weekly inquiry, use of manipulatives and student centered technology. In Social Studies teachers will work to develop a system for teaching connecting themes continuously and incorporating primary sources from the Library of Congress. Furthermore, targeted coaching will enable these teachers to establish a deeper understanding of the STEM and GA Performance Standards. Beginning and Developing Level science and social studies students will receive additional science and social studies support using Reading Plus.

○ **The specific academic needs of those students that are to be addressed in the school-wide program plan will be:**

- Decrease the number of special education students that scored in the beginning and developing learner range on the Math, ELA, Reading, Science, and Social Studies on the 2017 Milestone Assessment by 5% in grades 6, 7, and 8.
- Increase the number of students in grades 6, 7, and 8 that scored in the distinguished range on the Math, ELA, Reading, Science, and Social Studies Ga. Milestone Assessment by 2%
- Increase the number of regular education students in grades 6, 7, and 8 that score in the proficient learner range on the Science and Social Studies Ga. Milestone Assessment in April 2017 by 5%

Beginning and Developing Learner students will receive additional Science and Social Studies support by integrating reading and literacy strategies into their lessons. Beginning and Developing Learner students for Math and ELA will receive support using Think Through Math or Reading Plus.

In order to increase the number of students scoring in the developing learner range or higher on the April 2016 GA Milestones in Science and Social Studies on the April 2017 Milestone Assessment through Metro and Griffin RESA, attend International Baccalaureate Professional Learning for Science and Social Studies. Science and Social Studies teachers will receive targeted professional development: a) Use of SMART goals and standards based performance objectives, b) Differentiated instruction, c) Use of flexible small groups, d) Inquiry Based Instruction, e) Improved student engagement through rigor and relevance, f) Consistent use of formal and informal assessment strategies, g) Use of higher level questioning techniques, and h) Use of Thinking Maps.



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***2. Schoolwide reform strategies that are scientifically-researched based.**

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are (list strategies to be used)...

Bunche Middle School will implement the following school wide reform strategies that provide opportunities for all children in the school to score at the proficient and distinguished levels of student Performance:

- Professional development and targeted coaching for teachers individually, in content learning teams and grade level teams to collaborate and develop the following essential instructional competencies:
 - Preparation for continuous and effective implementation of GA Common Core Performance Standards (CCGPS) / Georgia Standards of Excellence (GSE)
 - Higher order thinking skills and use of thinking maps
 - Levels of questioning and use of informal assessment
 - Creating a rigorous instructional environment for all students
 - Differentiated instruction and scaffolding strategies
 - Use of formative assessment and data for creating flexible small groups
 - Use of mandatory APS instructional practices for Math & ELA
 - Use of mandatory APS Units of Study in Math, ELA, Science, & Social Studies

- On -going training for teachers in Response to Intervention for progress monitoring
- Science teachers are implementing essential labs on a biweekly basis.
- Mrs. Durham-Martin, (Instructional Coach), Mrs. Johnson (Instructional Coach), and Mr. Daniels (Instructional Coach) whom are all highly qualified in all of the content areas for that they support for middle grades, are all certified trainers for *Thinking Maps*. Teachers will receive on-going training and support to design instruction that includes Thinking Maps in all four contents (Math, Science, Social Studies, & ELA).
- All ELA, Science, Social Studies and Math teachers will be improving their use instructional technology by implementing the use of Reading Plus and Think Through Math;
- Cornell Note-Taking will be used as a strategy for learning in ELA, Math, Science, and Social Studies classes. This note-tasking method will teach students how to become effective recorders and organizers of information.
- Teachers and students will use standards checklists as a method for helping students monitor their own progress toward mastery in each content area class.

2(b). Are based upon effective means of raising student achievement.

Following (or in our appendices) are examples of the scientifically based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies) ...



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Bunche Middle School will adopt the following scientifically based research instructional practices:

1. Use of SMART goals and standards based performance objectives,
2. Differentiated instruction
3. Use of flexible small groups,
4. Bloom's Taxonomy Higher level learning strategies,
5. Improved student engagement through rigor and relevance,
6. Consistent use of formal and informal assessment strategies,
7. Use of higher level questioning techniques,
8. Use of Thinking Maps.
9. Computer Assisted Instruction/Use of Instructional Technology
10. Data Analysis
11. Cornell Notes/ Interactive Notebooks
12. Praise and Recognition Incentives/PBIS
13. Unpacking ELA, Math, Science, and Social Studies Standards in PLCs

*Performance actions selected from the Georgia DOE School Keys Implementation Resource Guide are predicated on scientifically based research. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, *What Works in Schools* (2003), *School Leadership that Works*, (Marzano, Waters, and McNulty, 2003), *Principles of Instruction: Research-based Strategies That Students Should All Know* (Rosenshine, 2012) and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.*

2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

Our adoption of block scheduling and implementation of the Georgia Common Core Curriculum with its recommended high-yield instructional strategies will allow the instructional staff at Bunche, to increase classroom instructional time and to narrow the scope of the curriculum, which allows for in-depth, quality, learning. These structural changes in the use of time "slow down" the school day and give students the opportunity for reflection, investigation, and quality learning experiences.

Through the use of common planning times, teachers will be work together in content teams to plan and discuss quality lessons. During these weekly 65-minute sessions the instructional coaches are able to guide and facilitate professional learning whereby flexible grouping and differentiated instruction will be coached to be used daily within the classroom to provide assistance for students who are having difficulties with particular concepts. Lesson plans will



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2(c). Use effective instructional methods that increase the quality and amount of learning time.

be deconstructed and critiqued weekly during this collaborative planning time. The Instructional Coaches will collaborate with teachers to model concepts and revise lesson plans, as needed for each grade level team. Additionally, common planning time will ensure implementation of the common core with fidelity, adhering to the score and sequence. During these sessions, there will be opportunities for the teams of teachers to discuss student needs, student data, and share effective instructional strategies to meet the needs of all students. If the instructional coaches see any challenges, they will be available during these common planning times to provide the appropriate assistance to ensure the student achievement improves.

Teachers have will receive professional learning and training on appropriate ways to implement Progress Monitoring and Response To Intervention. Instructional Technology support and professional learning will be provided to the entire instructional staff for My Backpack, Google Classroom, and use of Socrative. Other professional learning will include innovative ways to use iPads, Promethean boards, and other interactive technology to enhance instruction.

Computer Adaptive Assessments, Common Assessments, and 2016 GA Milestones scores will be used to identify students in need of academic remediation and enrichment in the areas of Reading, Math, ELA, Social Studies, and Science. Multiple Opportunity for Success tutorial days will be used to support struggling learners.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

Students who are reading below grade level based on Lexile data will be targeted for extra support through Reading PLUS. These students will be assessed frequently on vocabulary, fluency, and reading comprehension with the results of this data used to determine whether their reading instruction needs to be modified.

Students who did not master the standards in the remaining content areas on (including special education students) will also be targeted in ELA, Math, Science, and Social Studies. These beginning and developing learner students will be assessed regularly in their respective content area classes, monthly on school-level common assessments (at the end of each unit), and quarterly using district-level benchmarks. Additionally, these students will be provided with regularly scheduled remediation opportunities, and will be targeted for school wide academic intervention programs. School-wide Multiple Opportunities for Success will be available to all students in all subjects.



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Students who scored in the developing learner range on the April 2016 GA Milestones and are on the cusp of scoring in the proficient range for 2017 GA Milestones will be targeted. These students will be assessed consistently in their respective content area classes, monthly in school-level common assessments (at the end of each unit), and quarterly using district-level benchmarks. These students will be exposed to enrichment opportunities during content electives classes. By using flexible grouping strategies within the daily classroom lessons, these developing learner students will participate in centers created to focus on higher-level Bloom's learning levels. Georgia's Pyramid of Intervention will be used congruently with progress monitoring to determine the appropriate methods of instruction for all ability levels of students.

In addition to on-going weekly teacher made assessments using the APS Phoenix Assessment Portal, students will take school-level common assessments at the end of each content unit, to determine student mastery and growth of the CCGPS performance standards (Math, Science, Social Studies, and ELA). Teachers will use this data to determine the effectiveness of their instructional practices and lesson planning based on student performance. A Standards tracking tool (MS Excel) will be used to monitor student achievement and growth toward specific academic targets within the four contents. Teachers will receive ongoing professional development in reference to the use and interpretation of student instructional data from formal and informal assessment from the three instructional coaches.

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

Response: **No federal funds will be used for field trips.**

*3. Instruction by highly qualified professional staff.

Response: We will provide quality daily instruction using highly qualified teachers who meet the standards established by the state of Georgia. According to the Professional Standards Commission guidelines, 97.7% of our staff is highly qualified. Teachers who are not HQ are enrolled in graduate studies to obtain clear and renewable certifications.

*3(a). Strategies to attract highly qualified teachers to high-needs schools.

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. Bunche Middle School partners with Atlanta Teacher Urban Residency Program and Georgia State University to provide internship opportunities for their student teachers to teach Math, Science and Social Studies in small group settings. This process will be monitored by Human Resources as well as the school administrators. The administrative team will contact Human Resources to verify the HiQ status of any prospective employee. Additionally, the master schedule is developed to ensure that all teachers are teaching courses



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***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

that they are qualified for. In addition, prospective teachers are given information concerning the positive aspects of teaching when they arrive for an interview. Some of the positive aspects described to the interviewee are: Student Achievement Data, Staff/Student Accomplishments, building leaders, and on-going in-house professional development opportunities and how the school incorporates teacher internship by highlighting effective mentor teachers. Bunche will utilize the internet through its website and other social networks to invite Highly Qualified teacher to apply. Upon receipt of resume and district approval, individuals will be asked to demonstrate a lesson for observation. Other stakeholders will observe and discuss with individual their desire and future goals for employment.

***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

Response:

- A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional learning activities. These activities are designed to address the root causes of our identified needs. Teachers will be targeted for professional development based on their strengths and weakness based on classroom observations and student achievement data. The teachers will be selected to attend professional learning based on their particular need for improvement. Our Instructional Coaches and our Metro RESA partners will implement some of professional development opportunities on site. APS's professional learning instructors at the Instructional Services Center will offer some of the offsite professional development. Teachers will also have opportunities to register for and to attend local and national workshops in their content area. Each content area instructional coach, along with a content area teacher from each grade level will attend a national conference for their respective subject area. Each team will attend sessions that will enhance the quality of implementation of the Common Core Curriculum, provide strategies for working with above level learners (gifted and talented development teachers) as well as sessions that provide information on the latest researched based techniques for accelerating remedial students.
- B. Bunche Middle is an International Baccalaureate World Candidate school. The entire staff will receive mandatory training through the International Baccalaureate Organization. Select teachers will also have opportunities to attend local and national workshops in their content area for IB trainings.
- C. We will align professional development with the State's academic content and student academic achievement standards. Our Professional Learning Opportunities will include collaborations between schools, colleges and universities, school districts and professional organizations to enhance student achievement. These collaborations are intended to establish environments of shared responsibility where learning opportunities



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***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

for adults and children are integrated, individual and institutional renewal are augmented, and the process of continuous improvement in teaching and learning at all levels is enhanced.

We have included teachers, principals, paraprofessionals, and if appropriate, parents, and other staff in our professional development opportunities that addresses the root causes of our identified needs.

<u>Trainings</u>	<u>Percent of Staff Attendance</u>
International Baccalaureate Professional Development	100%
August- Learner Profile, International Mindedness, Community Service, OCC, Managebac	100%
September-Promoting Student Voice, Global Context, Approaches to Learning, Key Concepts, Related Concept, Command Terms, Statements of Inquiry, Inquiry Questions, and Reflection	100%
October-Student Reflection, Assessments, Unit Planning and Framework	100%
November-Student Inquiry and Unit Planning Framework	100%
January- Unit Planning and Framework	100%



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February-Unit Planning and Framework	100%	<u>Other Training</u>
March-Unit Planning and Framework	100%	
April- Unit Planning and Framework	100%	
May-Unit Planning and Framework	100%	
Social Emotional Learning	100%	

Teacher Keys	M. Watkins, C. Blassingame, F. Greer
APS Coaches Training	K. Johnson, K. Daniels, L. Durham-Martin,
Title I / Continuous Improvement Plan	M. Watkins, C. Blassingame, M. Taylor
College & Career Readiness	M. Watkins, C. Blassingame, M. Taylor
Reading & Math Coaches Training	K. Johnson, K. Daniels
Test Coordinator Training	M. Taylor, J. Gamble, V. Byrd
APS SST & Response To Intervention	T. Jones-Salifu
APS Summer Leadership	M. Watkins, C. Blassingame, M. Taylor, W. John

D. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. Appropriate feedback will occur in one-on-one sessions and will include



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***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

positive citations and/or suggestions for improvement. Substitute teachers will be provided in securing class coverage during school professional development for core teachers. The instructional coaches if needed may provide modeling of instructional strategies in the classroom setting for certain teachers. These opportunities will include training sessions around the district's Instructional practices. Science and social studies teachers will participate in professional development workshops that address areas such as the use of technology and lab equipment, the use of manipulatives, interdisciplinary planning and effective implementation of life-applicable lesson activities. In addition, new and marginal teachers will be paired with a collegial mentor to support ongoing professional development as needed. Also, math teachers are currently participating in a book study utilizing the book, "Writing in Math" by Marilyn Burns.

- E. As a Professional Learning Community (PLC), resources will be utilized to adopt appropriate trainings as needed. We have allotted sufficient funds in our Title I Budget for Professional Development. Professional Development will occur weekly during grade level meetings with the content instructional coaches. The Principal will lead two additional professional learning communities on Tuesday afternoons with the assistance of instructional coaches and professional learning specialists. Some the PD activities will include: a) modeling focus lessons, b) jigsawing articles and PD books, c) use of videos, d) modeling instructional strategies, e) use of small group break-out sessions, f) collaborative grade-level content sessions, g) staff surveys, h) instructional walk-throughs, i) guided focus walks, j) data disaggregation, and k) pyramid of intervention strategy reviews

Professional Development Workshops (Teachers)

Content Area Professional Development Workshops-Learning Solutions Conferences:

- 1) CASIE International Baccalaureate, 2) Social Emotional Learning, 3) Learner Profile, International-Mindedness, Community Service, OCC, Managebac 4) Promoting student voice, Global context, Approaches to learning, Key concepts, Related concepts, Command terms, Statement of inquiry, Inquiry questions, and Reflection 5) Student Reflection, Assessments, Unit Planning and Framework 6) Student Inquiry and Unit Planning and Framework

A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to addresses the root causes of our identified needs. For example:

- Common Core Georgia Performance Standards
- Reading and Writing Across the Curriculum
- Write Now Inc. Writer's Workshop (8th grade teachers and students)
- Differentiation of Instruction to improve student achievement
- Integration of Learning Technology
- Use of Data to guide Instruction



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- Title I funds will be used to hire three Instructional Coaches. The Instructional Coaches will provide content and pedagogical professional development and support for all content areas
- Math Teachers will attend district level Professional Development
- Science Teachers will attend National Science Teachers Association, Science Technology Engineering and Math Conference, National Association Research in Science Teaching and Georgia Education Research Association and Metro RESA that target specific areas of improvement and student needs.
- Social Studies Teachers will attend Metro RESA and other Social Studies related conferences that target specific areas of improvement and student needs.
- Instructional Coaches will attend Local and National Conferences that relate to Core areas, i.e., writing, math, science, social studies to redeliver latest research available in these areas to teachers, such as those listed in the core areas



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***5. Strategies to increase parental involvement.**

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

A. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by placing a copy in the parent center. Bunche Middle School collaborated with our Parent Liaison and Local School Council to develop a parent involvement policy that addresses our parental involvement needs. We recognized the need of meaningful opportunities for family involvement and training. Parents and PTSA members took part in the Schoolwide Improvement Planning meeting. They were able to provide input about the overall improvement of the school's culture and instructional program. Consequently, the following Title I Curriculum Night and programs are offered at flexible times to meet the needs of the parents of Bunche Middle School:

- a) Principal Roundtables/Parent Chat and Chew with the principal and parent liaison**
- b) Milestones Family Workshops**
- c) Family Math/Reading/Science/Social Studies Night**
- d) Parent Conferences**
- e) Dads and Doughnuts/ Mom and Muffins**
- f) Curriculum Night**
- g) Black History Program & Multi-Cultural Day**

B. Bunche Middle School also recognizes the importance of developing and maintaining an effective program-parent communication. Information about school and parent programs, meetings, and other activities are sent to parents in language the parents can understand. Bunche Middle School will make appropriate program information available to parents using the following methods:

- a) Open House and Meet & Greet**
- b) Bunche Middle School Website**
- c) Each student receives an agenda book to help parents know what assignments are due and as a form of daily communication.**
- d) Infinite Campus Robo-call. This is automated phone system that will call each household with general school announcements.**
- e) Bunche Middle School has a Parent Center located on the main level that provides access to instructional materials and educational resources. The center allows for parents to use technology to access school information, and other educational literature that will assist with any of their efforts to provide students with academic support at home.**

C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and



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the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by:

- a) **Our annual Title I meeting will be conducted in August to preview the schools plan for spending Title I funds**
 - b) **During this meeting we will make sure that our parents are clear about their child's individual students' academic assessment results, including interpretation of those results**
 - c) **During this meeting we will make sure that the school wide instructional plan is available for parents to view upon request; including posting a copy of the schoolwide plan on the Bunche website**
 - d) **We will review the parental involvement checklist during this meeting for clear parental understanding.**
 - e) **Throughout the year, we will make good use of our parent center as a venue to redeliver and provide information to parents that may have been missed.**
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, childcare, or home visits, as such services relate to parental involvement by:
- a) **Meeting opportunities will include strategies to increase parental involvement; a) parent information meetings for each grade level, b) parent information forums for feedback, c) Donuts for Dads and Muffins for Moms sessions with the Principal**
 - b) **The parent center will be used for parent meetings and information sessions for parents**
 - c) **Parent education workshops will be conducted during the day and in the evenings for parents to quarterly updates for academic information on each grade level**
 - d) **Transportation support will be available upon request.**
- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by:
- a) **A monthly parent newsletter will be used a inform and update parents regarding our Title I program, curriculum resources, and upcoming academic assessments**
 - b) **Email blasts, Twitter blasts, Facebook blasts, flyers, and our website will also be used to a provide parents with timely information in reference to meetings, academic and enrichment opportunities, and other parental resources.**
 - c) **The counselors and administrators will work closely with the parent liaison to inform parents about academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child,**



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and respond to any such suggestions

- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by:
- a) **Several Title I parent information meetings will be held to offer and gain parent input in reference to creating and revising the Title I parent compact**
 - b) **A school-level and cluster level meeting will be held to gain parent insight and solicit discuss and feedback about the parent compact**
 - c) **Our school parent compact will include the following: a) parent and school expectations for academic success, b) opportunities and expectations for parent volunteers, c) a focus on parental involvement in the child's academic success, d) open-door communication agreement between parents and the school**
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by:
- a) **Wednesday Parent Conferences**
 - b) **Spring CRCT Parent Night**
 - c) **Student Curriculum Project Night**
 - d) **Student Academic Contracts for at risk students**
- H. We will provide materials and training to help parents develop skills to work with their child at home to improve their child's achievement. Trainings will cover areas such as literacy strategies, math drills, and ways to monitor the use of technology software to foster parental involvement. Additionally, we will conduct initial trainings to introduce parents to the International Baccalaureate instructional framework as we enter the candidacy phase and work toward becoming an IB authorized school. Some of these trainings or parent engagement workshops will include:
- a) **Family Math Night**
 - b) **Family ELA/Reading Night**
 - c) **Family Science Night**
 - d) **Family Social Studies Night**
 - e) **Introduction to IB**
 - f) **Use of student agenda books and interactive notebooks and parent education tool and communication vehicle with parents**
- I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school. Some of



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these trainings or community engagement workshops will include:

- a) **Parent Communication Professional Learning Community**
- b) **Parent Education Committee**
- c) **TKES parent communication accountability logs the collected and reviewed by the school administrators**
- d) **Bi-Annual Parent Communication workshop conducted by the Parent Liaison**

J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Home Instruction Programs for Middle School, the Parents as Teachers Program, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education. It is planned to:

- a) **Offer training for the Parents as Teachers Program through the local advocacy contacts**
- b) **Use the parent center led by the parent liaison as a contact for parents who are interested in home instructional programs**
- c) **Offer parent involvement books, pamphlets, and literature for parents.**

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by constantly updating our school website so that parents have access to current information. Additionally, we will send home flyers announcing such events in a timely manner, and our parent liaison will contact parents accordingly. Information is translated into languages other than English if necessary.

L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by translating documents into the child's natural language. We also have a parent liaison that assists parents with disabilities when they coming to visit Bunche Middle School. She helps them navigate around the building by using the elevator and assist them with other items as needed.

***6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.**

Response:

- A. Middle School Transition Program is held to assist elementary school students and parents with the transition from elementary to middle school. During this program students and parents are informed of the differences between elementary school; middle school scheduling is discussed; students and parents receive an overview of programs offered; sixth grade teachers meet and greet new students and parents; students and



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parents are provided a tour of the building.

- B. The Middle School Transformation Program was implemented to address critical alignment between middle school and high school. A High School Transformation Program is held during the school year to assist Bunche Middle School students and parents with the transition from middle to high school. During this program, students and parents are informed of the differences between middle and high school, and high school scheduling is discussed. Throughout the school year, feeder and specialized magnet school coordinators hold meetings with groups of students interested in attending that particular school. During these meetings students and parents receive an overview of programs offered at that school to make informed decisions on high school selections.
- C. For students entering Bunche from private schools, we ensure that they are tested for our Gifted & Accelerated Program so that the maximum quality and level of advanced instruction is provided for them, as we understand the differences in curriculums for private and public schools. Furthermore, our Counseling Center and Registrar Assistant ensure that all new students are entered into our academic program successfully, with any additional assistance available to them from programs housed here at Bunche. Also, we ensure that the parents are supported with assistance through our Parent Center.

***7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.**

Response:

Measures used to ensure teacher involvement include: a) Data Trackers, b) Quartile Ranking Sheets, c) Short-term Action Plans, d) SLDS database. Teachers at Bunche Middle School are very much involved in making decisions concerning improving the performance of the students, teachers, and the overall school program through our monthly Leadership Team meetings. Concerns about student performance, teacher instructional methods, and overall school topics are discussed and plans of action are developed to be implemented by the teachers and monitored by the school's leadership and/or Design Team.

As a result of the data from the 2016 Milestones Assessment, each domain of each content area was examined to determine areas of deficiency for individual students. Coaches and teachers are able to analyze this data, and continue to analyze data on a regular basis through site-based/common assessments and teacher made assessments. Also with the various means of data, grade level teams of teachers meet weekly to collaborate and create plans of action for improved instructional delivery in an effort to meet the need of all students.

In addition to various assessment tools, the utilization of resource materials such as Common Core Workbooks, American Book Company resources, Measuring Up Workbooks and McGraw-Hill Georgia Math are combined with the GA frameworks, the APS Middle School



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Units of Study and standards based instruction. All primary and secondary resources are used as a means to measure and monitor curriculum mastery. Other strategies used by teachers include computer programs such as Reading Plus, Library of Congress and Think Through Math.

*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling)...

Responses to Intervention (RTI) strategies occur systematically throughout the year in every content area in all classes. The Direct Instruction reading program provides an opportunity to assess the mastery of skills every 20 days. Students that attain mastery will move to the next skill level group; those that do not attain the skills will receive remediation appropriate to the needs of the individual child.

The models that will be used for extended learning instruction within the school day to "catch students up" will include connections classes along with the "pull-out", inclusion classes, and strategies from the Pyramid of Intervention. These specific classes will focus on targeted students who need to catch up, have their learning accelerated in reading and math so that they can move ahead at a faster pace, and receive instruction on grade level. Additionally, interdisciplinary units will be designed to ensure that connections teachers include a focus on language art, math, and science.

Efforts will be made to align the curriculum, and tutors will be required to confer with the regular classroom teacher prior to each tutoring session. At this session, tutors will receive an update of the student's mastered and non-mastered objectives. We will further utilize our inclusion teachers to work with students within the classroom to facilitate cooperative learning and peer tutoring. Teachers will also use ongoing differentiated instruction strategies to help targeted students move ahead at a faster pace and receive instruction on grade level. The Graduation Coach will facilitate motivation and mentorship to deficient and reluctant learners.

In school tutorial is the model we will use for extended learning instruction beyond the school day. Based on weekly, cumulative assessments administered by the classroom teachers, skill deficits will be identified and further addressed during tutorials conducted by designated teachers. Tutorial sessions will be available for all core areas. Teachers will develop a "Hot List" of students to move from Level 1 to Level 2, from Level 2 to Level 3, from Level 3 to 4 and to maintain students at the Levels 3 and 4 (Proficient/Distinguished) categories. Identified students in all areas will be given a tutorial notice and schedule for attendance.

Instruction delivered beyond the school day will be coordinated with the classroom teacher



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through conferences and by utilizing our Individual Tutorial Plan (ITP). Initially, the tutorial teachers will meet with the core teachers to discuss skill level and deficits of targeted students. Teachers can obtain this information from their Common Core and GPS Skills Mastery Log. The tutorial teacher will develop an individual plan for each student based on information received from the core teacher. Progress will be documented on the ITP form, which includes the standards, addressed, review date, and date of mastery. The tutorial teaches and core teachers will meet once per week to review progress as documented on the ITP, to discuss classroom progress and to collaborate on additional strategies to offset deficits.

In addition, the Tutorial Program is utilized to raise the level of expectations in all content areas. The academy addresses the “Proficient” and “Distinguished” categories in each subject. Courses are taught by middle and high school teachers, and Title I funds are utilized, in part, to support the Tutorial.

Also the connections teachers will support core content area teachers by collaboration with the classroom teachers and by incorporating math, language arts, science, and social studies and reading within their curriculum in conjunction with the interdisciplinary units. Special Education teachers who teach through the Inclusion Model will provide assistance to lower performing students, including non-Special Education students, as they collaborate, plan, and co-teach with core teachers. Additionally, coaches will conduct small group instructional sessions during the regular class period.

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response:

As a Professional Learning Community, resources will be utilized to adopt appropriate workshops as needed. The Instructional Coaches will conduct staff development for teachers on instructional models during the weekly instructional and content meetings. Additional workshops will be facilitated by the IB Coordinator and will be attended by teachers to incorporate IB strategies into classroom instruction. The Instructional Coaches will collaborate with District Content Coordinators, Middle School Content Specialists, and the Chief Academic Officer to ensure that professional development is targeted to support the depth of a particular concept.

Teachers will be given professional development opportunities to improve their incorporation of the prescribed academic standards. Appropriate feedback on progress will be given within five days following informal and formal observations. Feedback will occur in one-on-one sessions and will include positive citations and/or suggestions for improvement. The instructional coaches if needed may provide modeling of instructional strategies in the classroom setting for certain teachers. These opportunities will include training sessions including strategies to implement differentiated instruction, to engage learners as critical thinkers, and to promote collaborative learning. Science, math and social studies teachers will



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participate in professional development workshops that address areas such as the use of technology and lab equipment, the use of manipulatives, interdisciplinary planning and effective implementation of life-applicable lesson activities. In addition, new and marginal teachers will be paired with a collegial mentor to support ongoing professional development as needed.

The coaches in each content area will monitor student progress and teacher efficacy daily and weekly through random investigation of sample student work and test data. Teachers will meet with their content coach within 48 hours of informal observations to receive feedback in cases where immediate adjustments are required for improvement of lesson delivery and activities. Feedback on commendation and other areas that do not require immediate attention will be provided within 3 days of the informal observation. Additionally, the Instructional Coach will facilitate professional development that will focus on effective pedagogy, including lesson structure (opening, lesson content, and closure), differentiation of instruction, effective ways to incorporate Thinking Maps technology, writing and other pertinent needs as indicated by formal and informal observation.

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

Teachers are available every Monday for parent-teacher conferences during our after school. These conferences are scheduled at the parent or teacher's request or at the time of the child's first progress report for the school year. Prior to students receiving progress reports, phone calls are made to the parents and visits to the classroom are encouraged so that parents may discuss their child's progress. During a parent-teacher conference, Bunche teachers are mandated to discuss and/or explain a review of the students' work, test scores, reading/math levels, and academic areas of strengths and weaknesses. For situations that require recommendations to improve the academic standing of their child, teachers will offer parents realistic suggestions to help their child study, prepare for class, and improve his/her grade in a particular subject area.

In addition, business and community partners assist with student academic incentives. Georgia State University provides interns and staff development through our Professional Development Schools partnership agreement, and the interns participate in during/after-school tutorial. Bunche Middle School utilizes all stakeholders to provide a safe, nurturing, and academically enriched school climate. The contents of the School Improvement Plan/Balanced Score Card are discussed with the parents during the fall parent meeting and with the public during the Local School Council and Go Team Meetings.

The school, through its Parent Center, conferences, newsletter, etc., outlines the various strategies that parents can do to assist their child/children in the annual Parent Compact.



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These strategies to help students include: providing a designated homework location, assisting with homework, attending PTSA meetings, volunteering in the class, shadowing their child during the instructional day, checking folders every night and assisting with study habits/skills.

These strategies are ongoing and emphasized during parent-teacher conferences. Also, parent workshops will be held via our parent liaison to reinforce parenting skills and strategies that can be used to promote learning. The parent liaison and workshops are funded with Title I funds. The Clark Atlanta University Trio Program, Operation Hope, and B-Fly will conduct some of these workshops. In an effort to ensure that the school continues to foster the relationships with our stakeholders, each parent is asked to review and commit to the contents of the Parent Compact form. The school also requests that the parents sign the compact, and return it back to the school.

***9. Coordination and integration of federal, state, and local services and programs.**

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

9(a). List of state and local educational agency programs and other federal programs that will be included.

Response:

Coordination & Integration of Federal, State and Local programs

- A. List of State and local educational agency programs and other federal programs that will be included
- a. Title I Department
 - b. Title II

Following are our listing of Federal, State, and local services and programs and a full explanation of how we are coordinating and integrating those services and programs.

B. Coordination & Integration of Federal, State and Local Programs

Federal Funding Source(s)

Federal Funding Source	Program	School Use
Title I	Math	Math Coach works with teachers to monitor and implement the school wide math program
Title I	Reading	Reading Coach works with teachers to monitor and implement



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		the school wide reading program
Title I	Science	Science Coach works with teachers to monitor and implement the school wide science program
Title I	Social Studies	Social Studies Coach works with teachers to monitor and implement the school wide social studies program
Title I	Parental Involvement	Parent Liaisons who plan and implement meetings with parents invites parents to school to volunteer
Title I	Instructional Software	Software - Think Through Math Student Support Software for Math Tutorial

State Funding Source

State Funding Source	Program	School Use
Nutrition	CEO	CEO program implemented by school whereby all students can eat a free breakfast/lunch daily.

Local Funding Source (s) - Business Partners

Local Funding	Program	School Use
Staples	Academic Support	Support of reading program, student incentives
Donors Choose	Academic Support	Support for teachers with grants that provide technology and resources for classroom projects.
Atlanta Fulton Public Library	Academic Support	Support school reading program, and library cards
Metro Atlanta Chamber of Commerce	Academic Support	Tutoring for 8 th grade low achieving students, job shadowing, c Day presenters

Funding Source	Program	School Use
State	School Nutrition Program	<ol style="list-style-type: none"> 1. Students receive free/reduced lunch & breakfast 2. Waivers for summer camp fees 3. Waivers for summer school fees 4. After school snacks
	Remedial Education Program	<ol style="list-style-type: none"> 1. REP Models reduced the



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	HealthCare Help-A-Child-Smile American Scores Safe & Drug Free Program Basketball League	student/teacher ratio in classrooms 1. Hearing & Vision Screenings 2. Free dental services 3. Services through Department of Family Children Services (DFACS) 4. After school tutorial and recreation p
Local	Project Endowments Grants School partners	1. Field Trips ❖ Alliance Theater (6 th) 1. Grant opportunities 2. Community Planning 1. School supplies 2. Uniforms 3. Teacher appreciation incentives 4. Volunteers 5. Holiday baskets for families in need

9(b). Description of how resources from Title I and other sources will be used.

Response: Title I funds are used to supplement educational resources across the curriculum for students and teachers, provide professional development, fund parent workshops, supplement technology in the school and provide tutorial assistance to all students. These parent workshops will focus on improving parental involvement and educate parents on what is needed for their student's success.

Purpose Driven Leadership, Saving our Sons and Sisters International, and Operation Hope will



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conduct these workshops. Students that are in need of additional instruction in order to master skills in which they have not yet mastered, to fully comprehend difficult lessons, or to further explore advanced interests will receive the benefits of one on one or small group tutorial sessions provided by Title I.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response: Bunche Middle School does not receive funds from these programs.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response: Parents are informed about the state standards and the CRCT results are explained through Open House Meetings, PTSA Meetings, and parent-teacher conferences. During the mentioned meetings disaggregated data is explained in terms of the percentage of students who scored in Level 1 (Beginning) , Level 2 (Developing), Level 3 (Proficient), Level 4 (Distinguished). Through these meetings, parents are given suggestions for the use of free web sites and materials that are geared to helping the child meet grade level standards.

Additionally, teachers utilize their common planning time to disaggregate and graph results from bi-weekly/monthly assessments and post this data outside their doors for public view for all stakeholders. The data posted is used to identify and address deficient domain areas and groups of students not at mastery of standards. Teachers also use this data to inform and drive instruction. Also, students and parents will receive a bi-weekly progress report reflecting their test averages and class performance.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response: When the Georgia Milestones test results are returned from the Georgia State Department of Education, they are reported and disaggregated for all students and for each sub-group within a school. After receiving results from the GA DOE, the Principal analyzes the data. Levels and content areas to determine the number of Beginning, Developing, Proficient, and Distinguished learners, and then break down the data. The data is then charted into tables/graphs and shared with all staff members. Teachers are then given the results of their current grade level and subject area as a whole and for individual students. Specifically, teachers and tutors will be able to track their individual students' performance by subject area to determine particular domains that students displayed strengths and weaknesses.



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With this assessment data, teachers plan both on grade level and vertically for the next school year. The data is used to drive planning, instruction, tutoring, testing, and goal-setting for the 2016-2017 school year. In addition to Milestones data, teachers analyze writing scores from the 8th grade writing assessment. These results help to drive the writing curriculum for the new school term. All the data is then passed to the next grade level; eighth grade data is sent to the appropriate high school.

Other forms of achievement data collected and disaggregated are weekly and monthly cumulative assessments, which are used as a means of reinforcement on previously, taught concepts as well as identifying areas of strengths and weaknesses. Both formative and summative assessment strategies are used. Teachers use formative assessments by setting clear and compelling goals through lesson objectives, monitoring the lessons and checking for understanding, asking higher order and essential questions throughout the lesson, and allowing time for reflection of progress through student record-keeping, such as portfolios.

Summative assessment strategies are developed through teacher-made daily quizzes and weekly tests. The monthly assessments will be used to assess and compare student progress across the grade level in each subject area. The monthly and weekly assessment data is posted by the teachers and then used to identify and address deficient domain areas. Test results are given to students and parents bi-weekly through progress reports. Teachers will continually utilize curriculum maps with correlated unit common assessments to ensure instructional activities and assessments are aligned with the appropriate level of complexity for the GSE (Georgia Standards of Excellence) being taught.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

The Georgia Milestones is a statewide test and validity and reliability have been established at the state level. The assessment results are disaggregated at the State level based on the Student Information System. The number of students marked as Economically Disadvantaged (Milestones) is aligned with the number of students enrolled eligible for free and reduces lunch. The school clerk and the counselors verify that the student attendance count is accurate on a daily basis through Infinite Campus.

13. Provisions for public reporting of disaggregated data.

Response: The disaggregated test scores will be reported by the Georgia Department of Education's website and other websites such as Great Schools and the Governor's Office of Student Achievement. These websites --- inclusive of school data --- will be given to parents during PTSA meetings, and are also published in the Atlanta Journal and Constitution.



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A copy of individual students' scores will be mailed to parents and filed in student Permanent Record Folders. The score report forms that comprise testing results will be housed in the counselors' office at the school site. Additionally, a notice will be posted on the school marquee, and a visible sign will be posted in the Main Office to indicate that a copy of the disaggregated data results is available for review in the Parent Center.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Response: The Bunche Middle School school-wide plan was developed during each one-year period since FY 2001, and is revised on an annual basis after receiving Milestones and CCRPI reports. The results are analyzed and compiled to determine our targeted students and our areas of strengths and weaknesses. In addition to staff and parents, two external advisors/business partners are involved in developing/revising the plan.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Response: Our Local School Council is a very effective, working team in our school. The committee seeks to improved academic progress within the school and to improve the total school program for the complete success of our students. R. White a parent and member of the PTSA, worked closely with the SIP planning team to coordinate activities to increase parental involvement. The administrators, teachers and parents worked to the Schoolwide Plan.

Each member of the team shared ways in which each area of the school's organization could be transformed to create a stronger educational program for our students. The team's priority is to help create more safe and orderly environment for all students to reach their maximum potential as learners. Listed below are the Schoolwide Plan committee members and their respective roles/positions:



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16. Plan available to the LEA, parents, and the public.

Response: YES

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response: YES

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response: YES