



ATLANTA PUBLIC SCHOOLS
RALPH J. BUNCHE MIDDLE SCHOOL



CONTINUOUS SCHOOL IMPROVEMENT PLAN
2016-2017

RALPH BUNCHE MIDDLE SCHOOL - SCHOOL IMPROVEMENT PLAN					
School Name: RAPLH J. BUNCHE MIDDLE SCHOOL			District Name: ATLANTA PUBLIC SCHOOLS		
Principal Name: MR. MARIO M. WATKINS			School Year: <u>2016 – 2017</u>		
Title I School-wide Program: <input checked="" type="checkbox"/> <u>Eligible</u>		Title I Targeted Assistance: <input type="checkbox"/>		Non-Title I School: <input type="checkbox"/>	
ESEA WAVIER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)					
Priority School (SIG) <input type="checkbox"/>		Priority (Graduation Rate) <input type="checkbox"/>		Priority (Achievement) <input type="checkbox"/>	
Alert School <input type="checkbox"/>			Focus School <input checked="" type="checkbox"/>		
Subject Alert	<input type="checkbox"/>	List Subject(s)	Achievement Gap	<input checked="" type="checkbox"/>	Highest performing Subgroup Blacks: (2011) <ul style="list-style-type: none"> • DNM –ELA: • DNM –Reading: • DNM –Math: • DNM –Science: • DNM –Social Studies:
Subject Alert	<input type="checkbox"/>	List Subject(s)	Graduation Gap	<input type="checkbox"/>	Lowest Performing Subgroup Student With Disabilities: (2011) <ul style="list-style-type: none"> • DNM –ELA: 53% • DNM –Reading: 51.4% • DNM –Math: 73% • DNM –Science: 86% • DNM –Social Studies: 84%
Subject Alert	<input type="checkbox"/>	List Subject(s)			
Principal's Signature:					Date:
Title I Director's Signature:					Date:
Superintendent's Signature:					Date:

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2016-2017

School Improvement Plan Team Members

Name	Position/Title	Name	Position/Title
Mario M. Watkins	Principal	Vernita Byrd	School Counselor
Cephia Blassingame	Assistant Principal	Tracy Fisher	School Counselor
Michael Taylor	Assistant Principal	Maurice Hart	ISS Instructor
Wislene John	Assistant Principal	Garrick White	Social Worker
Kimberly Johnson	Instructional Coach	Sanchez Waller	Administrative Paraprofessional
Lovetta Durham-Martin	Instructional Coach	Tracy Salifu	SST/RTI Coordinator
Zakia Gordon	Instructional Coach	Ria Archibald	Engagement Specialist
Kyle Daniels	Instructional Coach	April Key-Williams	School Secretary
Kennette Blackman	IB Coordinator	Eldridge Lee	Graduation Coach
Rabiah Parker	Media Specialist	DeShawn Jude	School Resource Officer
Jennifer Hall	Instructional Technology Specialist	Ashley Redhead, Sr.	GoTeam Chairperson
Randy Williams	Parent/ PTSA President	Gabriella Tory	GoTeam Co-Chairperson
Lona Foster	Parent Liaison	Eleanor West	Liaison Assoc. Superintendent
Joe Gamble	Special Education Lead Teacher	Tommy Usher	Associate Superintendent
Ronald White	Student Representative		
A'ylana Taylor	Student Representative		

School Mission, Vision, and Goals

VISION

Bunche Middle School students, teachers, and stakeholders will R.I.S.E. to the occasion to “Continue our legacy of excellence”.

Rigorous, real-world, relevant data-driven instruction

Innovative and engaging learning experiences for all students

Standards-based lessons will be taught every day in every classroom

Excellence accomplished by having high expectations

MISSION

Ralph J. Bunche Middle School will develop 21st century lifelong learners who are competent, caring, and contributing members of a global society. Through rigorous learning experiences and a challenging international education program, we will **RISE** to new heights of excellence in student achievement.

STRATEGIC GOALS & CCRPI GOALS

- Improve overall school culture and climate amongst students, teachers, administrators, and support staff using PBIS.
- Improve overall student attendance with a 2016-2017 goal of 95% average daily attendance for 6th, 7th, & 8th grade (93% in 2015-2016); with less than 22.3% Students missing more that 6 or more days from school for 2016-2017 (67% in 2015-2016)
- Creation and implementation of a school-wide writing plan, with standards and expectations for all stakeholders
- A school-wide focus on high quality daily instruction emphasizing APS 8 research-based instructional practices, student-focused engagement, rigor, differentiated instruction and the consistent use the APS Units of Study and student data for instructional planning
- Creation and implementation of a content and data driven school-wide PLC to emphasis student growth and personal accountability teachers for collaborative professional growth
- On-going school-wide professional development emphasizing the APS 8 research based instructional best practices and other professional learning for school improvement and implementation of the IB program
- School-wide understanding the importance of the College and Career Readiness Index and its impact on instructional decision making
- School wide focus on the use of common assessment data, benchmark data, CAAS, GA Milestones, and short-cycle assessments as a gateway towards understanding student mastery and planning for instruction
- Improve 6th, 7th, & 8th grade average Lexile by 10% by use of close reading strategies in ELA classes and by use of DPQ in social studies lessons.
- Students will have an academic focus by setting GA MILESTONES test goals with teachers taking the lead and review these goals
 - **Increase** the number of students of 6th, 7th and 8th grade students scoring in thru proficient and distinguished learner categories on the April 2017 ELA and MATH GA MILESTONES
 - **Increase** the number of students in 8th grade students scoring in thru proficient and distinguished learner categories on the April 2017 SCIENCE and SOCIAL STUDIES GA MILESTONES

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2016-2017

Focus Group SMART Goals (Closing the Gap):

- Decrease the number of SWD not meeting standards in ELA on the GA MILESTONES in 6th, 7th and 8th grade.
- Decrease the number of SWD not meeting standards in Reading on the GA MILESTONES 6th, 7th and 8th grade students
- Decrease the number of SWD not meeting standards in Math on the GA MILESTONES 6th, 7th and 8th grade students
- Decrease the number of SWD not meeting standards in Science on the GA MILESTONES in 8th grade
- Decrease the number of SWD not meeting standards in Social Studies on the GA MILESTONES in 8th grade

CCRPI Content Mastery Goals: Increase the Bunche Middle School CCRPI score by 9 points from 56.4 in 2015 to 64.4 in 2017. (40%) -20 Points

	ELA/READING		Math		Science		Social Studies	
	2015	2016	2015	2016	2015	2016	2015	2016
All Students	55	57.7	48	46	42	38	49	48
SWD (lowest)	22	17	22	9	20	10	19	13
ED								
Achievement GAP	33	40.7	26	35	22	28	30	35
Bottom 25% of ED								

CCRPI Post Middle School Readiness Goals: 30% -15 Points

1. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
2. Percent of Students with Disabilities served in general education environments greater than 80% of the school day
3. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050
4. Percent of students completing 2 or more state defined career related assessments/inventories by the end of grade 8
5. Percent of students with a complete state defined Individual Graduation Plan by end of grade 8
6. Percent of students missing fewer than 6 or more days of school

Predictor for High School Graduation: 30% -15 Points

1. Percent of students in 8th grade passing at least four courses in four courses in core content areas (ELA, Mathematics, Science, Social Studies)
2. Percent of GA MILESTONES Assessments scoring at the Distinguished Learner Category.

Progress: 40 Points

Achievement Gap: 10 Points

Exceeding the Bar: a companion to the College and Career Ready Performance Index for Middle (Challenge Points -up to 10 points)

1. Percent of students in grades 6 – 8 earning a passing score in above grade level core courses (ELA, mathematics, science, social studies)
2. Percent of students earning a passing score in three middle school courses in fine arts, or career exploratory, or world languages by the end of grade 8 (courses must be in the same area of concentration)
3. Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE)
4. School has earned a Georgia Science, Technology, Engineering and math (STEM) Program Certification
5. Percent of students in grade 8 scoring proficient/advanced on the 21st Century Skills Technology Assessment
6. Percent of students in grades 6 – 8 with fully documented Fitnessgram assessment
7. School or LEA defined innovative practice accompanied by documented data supporting improved student achievement – examples include but not limited to – participation in Charter System status, students enrolled in a Georgia College and Career Academy, partner participation in Race to the TOP award, participating in Striving Reader initiative, participation in dual language immersion program, participation in Literacy Design Collaborative (LDC) and/ or Mathematics Design Collaborative (MDC), comprehensive implementation of Response to Intervention (RTI) and/ or Positive Behavioral Interventions and Supports (PBIS)

School or LEA – defined interventions or practices designed to facilitate a personalized climate in the school – examples include but are not limited to – comprehensive Teachers as Advisors program, comprehensive mentoring program, Positive Behavioral Interventions and Supports PBIS, service – learning programs, peer mediation, conflict mediation, (operational in 2016 – 2016)

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2016-2017

Measurable Goal(s): To improve student achievement of Grades 6, 7, and 8 by improving the number of first time test takers in developing learner, proficient learner, and distinguished learner categories on the GA MILESTONES in ELA/READING /WRITING

- ☐ 6th grade ELA/READING from 35/14/1% (2016) meets to 27/25/7% (2017)/ 6th grade SWD ELA/READING from 41/16/1%(2016) meets to 30/25/8%(2017)
- ☐ 7th grade ELA/READING from 44/13/0% (2016) meets to 34/24/5% (2017)/ 7th grade SWD ELA/READING from 41/16/1%(2016) meets to 30/25/8%(2017)
- ☐ 8th grade ELA/READING from 47/18/1% (2016) meets to 36/27/7% (2017)/ 8th grade SWD ELA/READING from 41/16/1%(2016) meets to 30/25/8%(2017)

Measurable Goal(s): To improve student achievement of Grades 6, 7, and 8 by improving the number of first time test takers in developing learner, proficient learner, and distinguished learner categories on the GA MILESTONES in MATH

- ☐ 6th grade MATH from 33/10/1% (2016) meets to 34/17/7% (2017)/ 6th grade SWD MATH from 38/8/1%(2016) meets to 36/20/7%(2017)
- ☐ 7th grade MATH from 38/7/2% (2016) meets to 33/17/9% (2017)/ 7th grade SWD MATH from 38/8/1%(2016) meets to 36/20/7%(2017)
- ☐ 8th grade MATH from 42/5/0% (2016) meets to 40/14/3% (2017)/ 8th grade SWD MATH from 38/8/1%(2016) meets to 36/20/7%(2017)

Measurable Goal(s): To improve student achievement of Grades 6, 7, and 8 by improving the number of first time test takers in developing learner, proficient learner, and distinguished learner categories on the GA MILESTONES in SCIENCE

- ☐ 6th grade SCIENCE from 26/8/0% (2016) meets to 23/21/4% (2017)/ 6th grade SWD SCIENCE from 27/9/1%(2016) meets to 28/20/6%(2017)
- ☐ 7th grade SCIENCE from 27/14/3% (2016) meets to 22/19/6% (2017)/ 7th grade SWD SCIENCE from 27/9/1%(2016) meets to 28/20/6%(2017)
- ☐ 8th grade SCIENCE from 28/7/1% (2016) meets to 26/16/4% (2017)/ 8th grade SWD SCIENCE from 27/9/1%(2016) meets to 28/20/6%(2017)

Measurable Goal(s): To improve student achievement of Grades 6, 7, and 8 by improving the number of first time test takers in developing learner, proficient learner, and distinguished learner categories on the GA MILESTONES in SOCIAL STUDIES

- ☐ 6th grade SOCIAL STUD. from 37/8/3% (2016) meets to 30/14/13% (2017)/ 6th grade SWD SOCIAL STUD. from 40/12/1%(2016) meets to 34/17/10%(2017)
- ☐ 7th grade SOCIAL STUD. from 37/15/2% (2016) meets to 34/17/8% (2017)/ 7th grade SWD SOCIAL STUD. from 40/12/1%(2016) meets to 34/17/10%(2017)
- ☐ 8th grade SOCIAL STUD. from 46/13/0% (2016) meets to 35/19/7% (2017)/ 8th grade SWD SOCIAL STUD. from 40/12/1%(2016) meets to 34/17/10%(2017)

SLO – Student Learning Objectives

☐ Connections Subject: _____

75% or higher of my students will meet or exceed standards in grades 6,7,8 on the _____ SLO for the 2016-2017 school year

☐ No SLO - Connections Subject: _____

Academic Subject Plans for Improvement -ELA

School Keys Strands and Standards TKES/LKES Standard APS Practice	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum Standards C1.2, C1.3 TKES Standard #1,2,3,4,5,6,8 LKES Standard#1,2,6 APS ELA Practice #1,2,6	Teachers and the instructional coaches will be actively engaged in the curriculum planning process using the District's ELA Units of Study as the framework. Teachers will engage students in daily rigorous lessons emphasizing depth of knowledge, the use of general and domain specific vocabulary, close reading, and opportunities to engage in evidence-based writing in order to improve reading comprehension and writing skills. Students will have a role in monitoring their mastery CCGPS ELA standards and understanding their content curriculum maps.	August 2016 to May 2017	<u>\$5000 –Title I</u> -Used to purchase ELA instructional materials, teachers resources, ancillary reading materials for students	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal	a)Curriculum Maps b)Lesson Plans c)Student CCGPS Mastery Trackers d)Common Planning Logs and Notes Coaches e)Common Planning Meeting Agendas f)Data Trackers	a) Challenging classroom lessons that are CCGPS aligned vertically and horizontally aimed at higher levels of DOK. b)Rich dialogue and collaborative discussion from all ELA teachers on providing input on lesson planning in the weekly planning meetings c) Teachers making interdisciplinary connections across the curriculum

CONTINUOUS IMPROVEMENT PLAN

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Curriculum Standards C2.2, C3.2, (II.2) TKES Standard #1,2,3,8 LKES Standard#1,6 APS ELA Practice #8	A systemic, collaborative approach will be implemented where teachers explicitly teach the writing process and varied genres of writing. Teachers and the ELA Instructional Coach will use The District's ELA Units of Study and the APS Writing Framework for Grades 6-8 as our roadmap. The teacher will engage students in writing experiences grounded in their reading using the Writing Process and Writer's Workshop format. A monitoring system will also be implemented where writing samples will be analyzed, scored, and housed in individual student writing portfolios. Students will be provided with ongoing feedback.	August 2016 to May 2017	<u>\$5000 –Title I</u> -Used to purchase Writing Notebooks and student portfolios for reviewing student writing samples	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Counselors e)Assistant Principals	a)Student Writing Portfolios b)Lesson Plans c) Writers Workshop Folders d)Common Planning Logs d)Anchor Papers e)Common Planning Meeting Agendas f)Student work samples with feedback and rubrics	a)All 6 th , 7 th , & 8 th grade ELA teachers should be able to pace writing and ELA lessons and teach the required curriculum by the time of the scheduled common assessments b)Curriculum maps and scope and sequence is used to guide and monitoring the curriculum c)Student performance data and writing samples will be used by all stakeholders in curriculum planning
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Academic Subject Plans for Improvement –ELA (continued)

<p>Assessment Standard 1.1 TKES Standard #1,2,3,4 LKES Standard#1,3,6 APS ELA Practice #4,5</p>	<p>All ELA teachers will use a cohesive and comprehensive balanced assessment approach to gauge students' mastery of the ELA content standards. Thinking Maps will be used to help students' comprehension and writing skills. Formal assessments will occur in the form of teacher-created tests, coach-created common assessments, district benchmarks, and district short cycle assessments. Informal assessments will also be used daily to check for understanding and monitor student learning.</p>	<p>August 2016 to May 2017 -Using during the 70min ELA class block???? -Common Assessments administered every four weeks (11 per school year)</p>	<p><u>\$1500 –Title I</u> -Used to purchase GA MILESTONES practice books</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals</p>	<p>a)Curriculum Maps b)Assessment Calendars c)Scope and Sequence d)Student Mastery Trackers e)Bunche Common Assessment Bank f)Instructional Assessment Curriculum Library g)Thinking Maps created by students</p>	<p>a)All 6th, 7th, & 8th grade ELA teachers will use data from their tests, common assessments, and from other informal assessments to monitor student performance b)Student data will be used to inform instructional planning decisions by teachers and the instructional coaches c)Students data will be used to refer students for tutorial and other academic interventions as needed</p>
<p>Instruction Standards I2.1, I2.2, I2.3 TKES Standard #1,2,3,4,5,6,8 LKES Standard#1,2,3,6 APS ELA Practice #3,5,7</p>	<p>All ELA Teachers will consistently use research based instructional strategies within their lessons. In effort to challenge our student to learn at higher levels, Blooms Taxonomy, DOK, Higher Order Thinking Skills/ Processes, and Habits will be the standard for excellence. In order to meet the academic needs of all students, differentiated instruction will be a school-wide focus. Schoolwide ELA Instructional Expectations include: a) cooperative grouping, b) daily reading of Lexile appropriate texts, c) word walls, d)use of Thinking Maps, d) Use of Frayer Model for academic vocabulary, e) text dependent questioning, f) DOK</p>	<p>August 2016 to May 2017 -Using during the 70min ELA class block</p>	<p><u>\$7500 –Title I</u> -used to purchase instructional materials for school-wide PD on differentiation, and higher order instructional strategies</p> <p>Are we doing this???</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal f)Metro RESA Improvement Specialist</p>	<p>a)PD books b)Meeting Agenda c)redelivery logs d)higher order student work e)Teacher Instructional Reference Library f)Centers and small group activities during class lessons</p>	<p>a)All 6th, 7th, & 8th grade ELA teachers will use research based best practices during classroom observations b)Level 3 students will show gains on common assessments and on APS computer adaptive ELA Assessment c)Teachers will prepare differentiated lessons to meet student needs as evidenced during classroom observations</p>

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2016-2017

Academic Subject Plans for Improvement -MATH

School Keys Strands and Standards TKES/LKES Standard APS Practice	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum Standards C1.2, C1.3 TKES Standard #1,2 LKES Standard#1,2,6 APS Math Practice #1,2	Teachers and the Instructional coaches will be actively engaged in curriculum planning processes using guiding questions and district Units of Study to demonstrate daily rigor in lessons and use of GA DOE Math Performance Tasks. Students will have a role in monitoring their mastery of GSE Math standards and understanding their content curriculum maps and mastery trackers.	August 2016 to May 2017	<u>\$1500--General</u> -Used to purchase instructional materials and teachers resources,	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal	a)Curriculum Maps b)Lesson Plans c)Student GSE Mastery Trackers d)Common Planning Logs and Notes e)Common Planning Meeting Agendas f) Cornell Notes and Interactive Math Notebooks	a) Classroom lessons with a high DOK that reflect district instructional practices and are aligned with GSE and district scope and sequence. b)Rich dialogue and collaborative discussion from all Math teachers on each grade providing input on lesson planning in the weekly content/planning meetings c) Teachers making interdisciplinary connections across the curriculum
Curriculum Standards C2.2, C3.2, (I1.2) TKES Standard #1,2,5,6 LKES Standard#1,2,6 APS Math Practice #2	A systemic collaborative approach will be implemented where teachers and the instructional coaches will consistently plan weekly during a collaborative planning time. Teachers and Instructional Coach will use Phoenix to monitor performance data that will guide curriculum-pacing decisions.	August 2016 to May 2017 -65 min each week	<u>\$7500 --Title I</u> -Used to purchase Math Journals to incorporate writing across the curriculum. Math instructional materials, teachers resources, math manipulatives, and TTM Software. -Metro RESA Math Curriculum PD	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Counselors e)Assistant Principals	a)Curriculum Maps b)Lesson Plans c)Common Planning Logs d)Revised Master Schedule e)Common Planning Meeting Agendas f)Mastery Trackers g)Student writing journals	a)All 6th, 7th, & 8th grade Math teachers should be able to pace lessons and teach the required curriculum by the time of the scheduled common assessments b)Curriculum maps and scope and sequence is used to guide and monitor curriculum c)Student performance data is used by all stakeholders in curriculum planning

Academic Subject Plans for Improvement –MATH (continued)

<p>Assessment Standard I.1 TKES Standard #2,5,6 LKES Standard#1,3,6 APS Math Practice #6</p>	<p>All Math teachers will use a cohesive and comprehensive balanced assessment approach to gauge students' mastery of the Math content standards. Formal assessment will occur in the form of teacher-created tests and coach-created common assessments. Informal assessment will also be used daily to check for understanding and monitor student learning.</p>	<p>August 2016 to May 2017 -Using during the 65min Math class block -Common Assessments were given every three weeks (12 per school year)</p>	<p><u>\$2500 –Title</u> -Used to purchase GA MILESTONES practice books, Think Through Math and other instructional assessment materials.</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals</p>	<p>a)Curriculum Maps b)Assessment Calendars c)Scope and Sequence d)Student Mastery Trackers e)Bunche Common Assessment Bank f)Instructional Assessment Curriculum Library</p>	<p>a)All 6th, 7th, & 8th grade Math teachers will use data from their tests, common assessments, and from other informal assessments to monitor student performance b)Student data will be used to inform instructional planning decisions by teachers and the instructional coaches c)Students data will be used to refer students for tutorial and other academic interventions as needed</p>
<p>Instruction Standards I2.1, I2.2, I2.3 TKES Standard #1,3,4,8 LKES Standard#1,3,6 APS Math Practice #4,7</p>	<p>All MATH Teachers will consistently use district instructional practices within their lessons. In an effort to challenge our students to learn at higher levels, DOK questioning strategies and Standards for Mathematical Practice will be the standard for excellence. In order to meet the academic needs of all students, thinking maps, and multiple representations will be used.</p>	<p>August 2016 to May 2017 -Using during the 65min MATH class block</p>	<p><u>\$3500 –Title I</u> -used to purchase instructional materials for school-wide PD on differentiation, and higher order instructional strategies</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal f)Metro RESA Improvement Specialist</p>	<p>a)PD books b)Meeting Agenda c)thinking maps d)performance tasks e)student math journals f)Centers and small group activities during class lessons</p>	<p>a)All 6th, 7th, & 8th grade MATH teachers will use research based best practices during classroom observations b)Level 3 students will show gains on common assessments and on APS computer adaptive MATH Assessment c)Teachers will prepare differentiated lessons to meet student needs as evidenced during classroom observations</p>
<p>Instruction Standard I2.6 & Planning and Organization Standard PO2.1 TKES Standard #1,2,3,4,5,6 LKES Standard#1,3,6 APS Math Practice #3,5</p>	<p>All students will benefit from systematic required and timely data-driven academic interventions that target content weaknesses and support their academic strengths to accelerate learning. All teachers, staff, and stakeholders will be immersed in a data-driven and consensus oriented process for continuous improvement to guide the work towards achieving designated short and long-term performance goals.</p>	<p>August 2016 to May 2017</p>	<p><u>\$7500- Title I</u> Think Through Math Software,</p>	<p>a)students b)teachers c)instructional coaches d)grade level chairpersons e)administrators f)graduation coach f) stakeholders</p>	<p>a)software b)workbooks c)manipulatives d)instructional materials and supplies e)PD on Intervention strategies and use of instructional data</p>	<p>a) All 6th, 7th, & 8th grade students will receive additional academic support in MATH b)Level 1 students will show 9 months of gains using CAAS c)Level 2 students will show exceeds gains using CAAS d)Reduction in numbers of students retained and in SST</p>

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2016-2017

Academic Subject Plans for Improvement –SCIENCE

School Keys Strands and Standards TKES/LKES Standard APS Practice	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum Standards C1.2, C1.3 TKES Standard #2,3,8 LKES Standard#1,2,3,6	Teachers and the Instructional coaches will be actively engaged in curriculum planning process demonstrating daily rigor in lessons by using the APS Unit of Study Science Performance Tasks. Students will have a role in monitoring their mastery CCGPS Science standards and understanding their content curriculum maps and mastery trackers.	August 2016 to May 2017	\$5000 –Title I -Used to purchase Science instructional materials, teachers resources, Science manipulatives, science activities, and other Science instructional materials for students	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal	a)Curriculum Maps b)Lesson Plans c)Student CCGPS Mastery Trackers d)Common Planning Logs and Notes for Teachers and Instructional Coaches e)Common Planning Meeting Agendas	a)Challenging classroom lessons that are CCGPS aligned vertically and horizontally aimed at Depth of Knowledge level three (3) and above b)Rich dialogue and collaborative discussion from all Science teachers on each grade providing input on lesson planning in the weekly planning meetings c) Teachers making interdisciplinary connections across the curriculum
Curriculum Standards C2.2, C3.2, (11.2) TKES Standard #1,2 LKES Standard#1,2,6	All systemic collaborative approach will be implemented where teachers and the instructional coach will consistently plan lessons weekly during a sacred collaborative planning time using the APS Unit of Study for Science. A curriculum monitoring system will also be implemented where performance data will guide curriculum-pacing decisions.	August 2016 to May 2017 -130 min each week	\$2000 –Title I -Used to purchase Science Interactive Notebooks, lab resources, and manipulatives -Metro RESA /GLRS Science Curriculum PD	a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Counselors e)Assistant Principals	a)Curriculum Maps b)Lesson Plans c)Common Planning Logs d)Revised Master Schedule e)Common Planning Meeting Agendas f)Mastery Trackers g) Thinking Maps	a)All 6th, 7th, & 8th grade Science teachers should be able to pace lessons and teach the required curriculum by the time of the scheduled common assessments b)Curriculum maps and scope and sequence is used to guide and monitor curriculum monitoring c)Student performance data is used by all stakeholders in curriculum planning

Academic Subject Plans for Improvement –SCIENCE (continued)

<p>Assessment Standard I.1 TKES Standard #4,5,6 LKES Standard#1,2,3,6</p>	<p>All Science teachers will use a cohesive and comprehensive balanced assessment approach to gauge students' mastery of the Science content standards from the APS Units of Study for Science. Formal assessment will occur in the form of teacher-created tests and coach-created common assessments. Informal assessment will also be used daily to check for understanding and monitor student learning.</p>	<p>August 2016 to 2017 -Using during the 65min Science class block -Common Assessments were given every 3 weeks (9 per school year)</p>	<p>\$1500 –Title I -Used to purchase GA MILESTONES practice books and for subscription to Study Island, GOFAR, Achieve 3000, and other instructional assessment materials.</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals</p>	<p>a)Curriculum Maps b)Assessment Calendars c)Scope and Sequence d)Student Mastery Trackers e)Bunche Common Assessment Bank f)Interactive Science Notebooks</p>	<p>a)All 6th, 7th, & 8th grade Science teachers will use data from their tests, common assessments, and from other informal assessments to monitor student performance b)Student data will be used to inform instructional planning decisions by teachers and the instructional coaches c)Students data will be used to refer students for tutorial and other academic interventions as needed</p>
<p>Instruction Standards I2.1, I2.2, I2.3 TKES Standard #1,3,7,8 LKES Standard#1,2,3,6</p>	<p>All SCIENCE Teachers will consistently use research based instructional strategies within their lessons from the APS Science Units of Study. In effort to challenge our students to learn at higher levels, using DOK, Thinking Maps, and Interactive Notebooks. In order to meet the academic needs of all students, differentiated instruction will be a school-wide focus.</p>	<p>August 2016 to 2017 -Using during the 65min SCIENCE class block</p>	<p>\$7500 –Title I -used to purchase instructional materials for school-wide PD on differentiation, and higher order instructional strategies</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal f)Metro RESA Improvement Specialist</p>	<p>a)PD books b)Meeting Agenda c)redelivery logs d)higher order student work e)Teacher Instructional Reference Library f)Centers and small group activities during class lessons</p>	<p>a)All 6th, 7th, & 8th grade SCIENCE teachers will use research based best practices during classroom observations b)Level 3 students will show gains on common assessments and on APS computer adaptive SCIENCE Assessment c)Teachers will prepare differentiated lessons to meet student needs as evidenced during classroom observations</p>
<p>Instruction Standard I2.6 & Planning and Organization Standard PO2.1 TKES Standard #1,2,3,4,5,6,8 LKES Standard#1,2,3,6 APS ELA Practice #3,5,7</p>	<p>All students will benefit from systematic required and timely data-driven academic interventions that target content weaknesses and support their academic strengths to accelerate learning. All teachers, staff, and stakeholders will be immersed in a data-driven and consensus oriented process for continuous improvement to guide the work towards achieving designated short and long-term performance goals.</p>	<p>October 2016 to May 2017</p>	<p>\$5,000 Title I funds will be used to support, remediation and enrichment of students</p>	<p>a)students b)teachers c)instructional coaches d)grade level chairpersons e)administrators f)graduation coach f) stakeholders</p>	<p>a)software b)workbooks c)manipulatives d)instructional materials and supplies e)PD on Intervention strategies and use of instructional data</p>	<p>a) All 6th, 7th, & 8th grade students will receive additional academic support in Science and Social Studies. b)Level 1 students will show 9 months of gains using CAAS c)Level 2 students will show exceeds gains using CAAS d)Reduction in numbers of students retained and in SST</p>

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2016-2017

Academic Subject Plans for Improvement SOCIAL STUDIES

School Keys Strands and Standards TKES/LKES Standard APS Practice	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum Standards C1.2, C1.3 TKES Standard #1,2,3,4,5,6,8 LKES Standard#1,2,6 APS ELA Practice #1,2,6	Teachers and the Instructional coaches will be actively engaged in IB Unit planning process and the use Instructional Practices daily to engage students in rigorous learning experiences. Students will have a role in monitoring their mastery CCGPS Social Studies standards using Mastery Trackers and Interactive Social Studies Notebooks.	August 2016 to May 2017	<u>\$2000 –School Improvement Funds</u> -Used to purchase Social Studies instructional materials, teachers resources, and other instructional materials for students	a) IB Coordinator b) Instructional Coaches c) Teachers d) Grade Level Chairpersons e) Assistant Principals f) Principal	a) Units of Study b) Lesson Plans c) Student CCGPS Mastery Trackers d) Common Planning Logs and Interactive Notebooks e) Common Planning Meeting Agendas f) Content & Data Notebooks	a) Challenging classroom lessons that are CCGPS aligned vertically and horizontally aimed at higher level Hess Cognitive Rigor Matrix b) Rich and Rigorous evidence-based dialogue and collaborative discussion from all Social Studies teachers on each grade providing input on lesson planning in the weekly planning meetings c) Teachers making interdisciplinary writing connections across the curriculum
Curriculum Standards C2.2, C3.2, (II.2) TKES Standard #1,2,3,8 LKES Standard#1,6 APS ELA Practice #8	A systemic collaborative approach will be implemented where teachers and the instructional coaches will consistently plan weekly using the Units of Study during a sacred collaborative planning time. A curriculum monitoring system will also be implemented where performance data will guide curriculum-pacing decisions.	August 2016 to May 2017 -140 min each week	<u>\$2000 –Title I</u> - Primary Sources for Social Studies Curriculum - Metro RESA Social Studies Curriculum PD	a) Instructional Coaches b) Teachers c) Grade Level Chairpersons d) Counselors e) Assistant Principals	a) Curriculum Maps b) Lesson Plans c) Common Planning Logs d) Revised Master Schedule e) Common Planning Meeting Agendas f) Mastery Trackers	a) All 6th, 7th, & 8th grade Social Studies teachers should be able to pace lessons and teach the required curriculum by the time of the scheduled common assessments b) Scope and Sequence maps and Units of Study are used to guide and monitor curriculum c) Student performance data is used by all stakeholders in curriculum planning

Academic Subject Plans for Improvement –SOCIAL STUDIES (continued)

<p>Assessment Standard I.1 TKES Standard #1,2,3,4 LKES Standard#1,3,6 APS ELA Practice #4,5</p>	<p>All Social Studies teachers will use a cohesive and comprehensive balanced assessment approach to gauge students' mastery of the Social Studies content standards. Formative assessment will occur in the form of teacher-created tests and coach-created common assessments from Phoenix and GOFAR. Informal assessment will also be used daily to check for mastery of Performance Based Objectives to monitor student learning.</p>	<p>August 2016 to May 2017 -Using during the 70min Social Studies class block -Common Assessments were given every 4 weeks (9 per school year)</p>	<p>\$1500 –Title I -Used to purchase Study Island, software for to provide targeted support to students outside of school.</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals</p>	<p>a) Scope and Sequence b) Units of Study c) Assessment Calendars d)Student Mastery Trackers e) Phoenix f) GOFAR</p>	<p>a)All 6th, 7th, & 8th grade Social Studies teachers will use data from their tests, common assessments, and from other informal assessments to monitor student performance b)Student data will be used to inform instructional planning decisions by teachers and the instructional coaches c)Students data will be used to assign students individualized academic interventions as needed.</p>
<p>Instruction Standards I2.1, I2.2, I2.3 TKES Standard #1,2,3,4,5,6,8 LKES Standard#1,2,3,6 APS ELA Practice #3,5,7</p>	<p>All Social Studies Teachers will consistently use research based instructional strategies within their lessons. In an effort to grow student Lexiles and support a school-wide focus for students write across the curriculum, teachers will use the Literacy Standards for Social Studies to select a variety of text to teach the curriculum. Hess Cognitive Rigor Matrix will be used to plan instruction for varied levels of thinking; Critical Thinking Questions; Text Dependent Questioning, and DBQ Strategies will be used to meet the academic needs of all students, differentiated instruction will be a school-wide focus.</p>	<p>August 2016 to May 2017 -Using during the 70min Social Studies class block</p>	<p>\$7500 –Title I -used to purchase instructional materials for school-wide PD on differentiation, and higher order instructional strategies</p>	<p>a)Instructional Coaches b)Teachers c)Grade Level Chairpersons d)Assistant Principals e)Principal f)Metro RESA Improvement Specialist</p>	<p>a)PD books b)Meeting Agenda d) Student Work Samples e)Teacher Instructional Reference Library f)Centers and small group activities during class lessons</p>	<p>a) All 6th, 7th, & 8th grade Social Studies teachers will show evidence of the use of <i>Instructional Practices</i> to engage students in quality learning experiences. b) Students will show gains on common assessments and on APS Social Studies Benchmark Assessment c) Teachers execution of differentiated lessons to meet student needs will be the evidence collected during observations.</p>

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2016-2017

<p style="text-align: center;">Instruction Standard I2.6 & Planning and Organization Standard PO2.1</p>	<p>All students will benefit from systematic required and timely data-driven academic interventions that target content weaknesses and support their academic strengths to accelerate learning. All teachers, staff, and stakeholders will be immersed in a data-driven and consensus oriented process for continuous improvement to guide the work towards achieving designated short and long-term performance improved</p>	<p>August 2016 - May 2017</p>	<p><u>\$,5000 Title I</u> funds will be used to support, remediation and enrichment of students</p>	<p>a)students b)teachers c)instructional coaches d)grade level chairpersons e)administrators f)graduation coach f) stakeholders</p>	<p>a)software b)workbooks c)manipulatives d)instructional materials and supplies e)PD on Intervention strategies and use of instructional data f)Web-based applications for science and social studies content will be used to remediate standards and improve student achievement. f) parent letters; postage paid for with SI funds</p>	<p>a) All 6th, 7th, & 8th grade students will receive additional academic support in Social Studies. b)Level 1 students will show 9 months of gains using CAAS c)Level 2 students will show exceeds gains using CAAS d)Reduction in numbers of students retained and in SST e) In effort to motivated and engages students in our afterschool tutorial program, the model of instruction will use primarily electronic/digital media. This digital media will be individualized using computer adaptive software differentiated to meet the needs of all students. f) Improved parent involvement and positive communication with parents</p>
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Objective: Students will be able to celebrate academic achievement(s) by reinforcing positive behavior incentives through school events.

Focus Area: Increasing positive behavior, student attendance and decreasing numbers of students receiving ISS and OSS.

Measureable Goal(s): Decrease Number of Suspensions by 40% and Increase Average Student daily attendance from 92% to 95%

School Keys, TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
SC 5	Attendance Incentives Awards program	Monthly and Bi-Annually	\$1500, General Funds	Homeroom teachers Attendance Clerk Counselors	Infinite Campus Progress reports	Monthly decrease in the number of student truant from school.
SC 3	Career Day	Annually	\$500, General Funds	Counselors Teachers	Career Day program College Art Competition Career Board Display	Local distinguished speakers participating from a variety of occupations
SC 4	Awards Day Monthly positive behavior incentive assembly	Bi-Annually And monthly	\$500, General Funds	Counselors Teachers Administrators	Progress Reports Referrals Call logs	Monthly increase in the number of students participating
FCE 1	<ul style="list-style-type: none"> • Student recognition for good behavior • Alternatives to Suspension • SEL /Second Step Curriculum/Advisory • Uniform Daily Recognition/ • Bus Behavior Incentive Charger Cash& Bunche Bucks	Daily, Monthly, Weekly	\$1750, General Funds	Teachers, Staff, Administrators, Counselors, PTSA, Graduation Coach, Behavior Specialist, PBIS Team	Awards Day program Competitive Award Ribbons for PBIS Zero Suspension documents, Caught-Doing Good Bands	Decrease in Suspensions, Decrease in fights, Decrease in uniform violations, Decrease in bus incidents

Objective: To obtain mutually beneficial relationships with businesses and partners in the community.

Focus Area: Community/ Stakeholder/ Parental Involvement

Measurable Goal(s): Increase parent engagement, stakeholder engagement, community business partners with Bunche Middle School.

Add at least 3 more local partners that can contribute on a regular basis (one per grade level)

School Keys, TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
FCE5,6 Collaborates about school interventions as well as support strategies. Connects families with the agencies and resources in the community and for the community to meet the needs of students	a.) Members will visit businesses in close vicinity to Bunche Middle School. b.) Interest Letters sent on behalf of Bunche Middle School for partnership c.) Distribute Monthly School Letters with paid advertisements. d.) Obtain one or two school busses to assist with getting parents to and from PTSA meetings, school programs, awards day, etc. e.) Make parents more aware of school programs, initiatives and volunteer opportunities through community outreach, newsletters etc. f.) Incentives and awards for parents/students with the most parental involvement. g) Parent Engagement Workshops, Parent University, and Teen Forum	January 15 th 2017 businesses are expected to start a one year commitment to Bunche Middle School	\$500 for commemorative plaques \$2,000 cost of buses, newsletter materials and incentives.	Kelli Jones, Kathy Ojore, Christina McConnell, Sonya Clark, Iris Kelly, Carmen Smith- Parent Liaison Madison Durr- PTSA	Parent Workshop, Presentations to local Business Parent Workshops, Surveys Sign in Sheets Parent Response to letters	Corporate Banners, Plaque, Cooperate Sponsored Programs/ Incentives Take part in School Functions i.e. Career Day and Teacher Appreciation Week Increase PTSA Involvement and funding

Objective: To seek and attain IB certification by submitting an application for candidacy and complete all required PD.

Focus Area: Positive Learning Environment

Measureable Goal(s):

Goal 1

By the end of the 2016-2017 School Year schools in the Therrell Cluster will decrease the percentage of students suspended 10 or more days from 2.65% (SY14-15) to 2.38% (SY15 – 16).

School Keys, TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
TKES – Standard 7 TKES – Standard 8 TKES – Standard 10	Schoolwide Professional Development of Positive Behavior Intervention and Supports (PBIS) <ul style="list-style-type: none">• Creation of a PBIS Team to Plan / Implement / Monitor PBIS Effectiveness• Assess current disciplinary trends (location, types of infractions, resolutions)• Establish Schoolwide Expectations Matrix (Classroom, Hallway, Cafeteria)• Develop Incentive / Consequence Plan• Identify Partners / Funding Source for Incentive Plan• Schoolwide Assembly to Introduce PBIS to Students• Monthly Review of PBIS Plan / Schoolwide Discipline Data	2016 - 2017	Infinite Campus www.pbis.org	Assistant Principal Counselor Behavior Specialist PBIS Team	Agenda PPTs Charts / Graphs of Data	Sign-In Sheets Minutes Written Plan