



ATLANTA PUBLIC SCHOOLS
RALPH J. BUNCHE MIDDLE SCHOOL



CONTINUOUS SCHOOL IMPROVEMENT PLAN
2014-2015

RALPH BUNCHE MIDDLE SCHOOL - SCHOOL IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL	District Name: ATLANTA PUBLIC SCHOOLS
Principal Name: MR. MARIO M. WATKINS	School Year: <u>2014 - 2015</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"/>
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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"/>
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Alert School <input type="checkbox"/>	Focus School <input checked="" type="checkbox"/>
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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:
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Title I Director's Signature:	Date:
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Superintendent's Signature:	Date:
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CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2014-2015

School Improvement Plan Team Members

Name	Position/Title
Mario M. Watkins	Principal
Cephia Blassingame	Assistant Principal
Michael Taylor	Assistant Principal
Kimberly Johnson	Instructional Coach
Lovetta Durham-Martin	Instructional Coach
Bertina Scott-Banks	Instructional Coach
Kyle Daniels	Instructional Coach
Alexander Lilley	Teacher Representative
Patrice Walker	Media Specialist
Karen Wright	Instructional Technology Integrator
Madison Durr	Parent/ PTSA President
Carmen Smith	Parent Liaison
Albertina Heath	Special Education Lead Teacher
?	Student Ambassador
?	Student Representative

School Mission, Vision, and Goals

VISION

Bunche Middle School students, teachers, and stakeholders will R.I.S.E. to the occasion to “Build a Better Bunche”.

- R**igorous, real-world, relevant data-driven instruction
- I**nnovative and engaging learning experiences for all students
- S**tandards-based lessons will be taught every day in every classroom
- E**xcellence accomplished by having high expectations

MISSION

Bunche Middle School will develop 21st century lifelong learners who are capable, competent, competitive, and contributing members of society. Through effective, challenging, daily, learning experiences we will R.I.S.E. to new heights of excellence in student achievement.

STRATEGIC GOALS

- Improve overall school culture and climate amongst students, teachers, administrators, and support staff using PBIS.
- Creation and implementation of a school-wide writing plan, with standards and expectations for all stakeholders
- A schoolwide focus on high quality daily instruction emphasizing research-based instructional practices, student-focused engagement, rigor, differentiated instruction and the consistent use of data for instructional planning
- Creation and implementation of a teacher driven schoolwide professional learning community to emphasis teacher empowerment and personal accountability for collaborative professional growth
- On-going weekly professional development emphasizing research based instructional best practices needed to implement the common core curriculum
- School-wide transitional shift towards 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 as a gateway towards understanding student mastery and planning for instruction
- Academic focus on the following GA MILESTONES test goals
 - **Increase** the number of students of 6th, 7th and 8th grade students that meet and exceed on the April 2014 ELA and MATH GA MILESTONES
 - **Decrease** the number of student 6th, 7th and 8th grade students that do not meet expectations on the April 2015 SCIENCE and SOCIAL STUDIES GA MILESTONES

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2014-2015

Focus Group SMART Goals (Closing the Gap):

- Decrease the number of SWD not meeting standards in ELA on the GA MILESTONES by 25% from 53% (baseline 10-11) to 39.75 %
- Decrease the number of SWD not meeting standards in Reading on the GA MILESTONES by 25% from 73% (baseline 10-11) to 54.75%
- Decrease the number of SWD not meeting standards in Math on the GA MILESTONES by 25% from 54% (baseline 10-11) to 40.5%
- Decrease the number of SWD not meeting standards in Science on the GA MILESTONES by 25% from 86% (baseline 10-11) to 64.5
- Decrease the number of SWD not meeting standards in Social Studies on the GA MILESTONES by from 84% (baseline 10-11) to 63%
- 2011 DNM Composite - 69.48%
- 2014 DNM Composite - 77.2%

CCRPI Content Mastery Goals: Increase the Bunche Middle School CCRPI score by 10 points from 58 in 2012 to 68 in 2015.

	ELA		Reading		Math		Science		Social Studies	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
All Students	91	93.7	94.7	96.7	73.3	84.3	62.3	79	63	81
SWD (lowest)	63.3	78	74	81.6	27.3	72.9	16.3	66	16.7	70
EL	84	85.7	83	88.6	67	81.2	67	71	68	69.5
ED	90	90.1	93	92.0	75	83.5	60	75.5	66	74.1
Asian	X	96	X	96.3	X	95.1	X	91.5	X	91.8
Black (highest)	89	91	93	95.1	75	81.9	61	72.3	65	72.1
Hispanic	X	93	X	94	X	87.8	X	79.7	X	78.4
White	X	95.7	X	97.2	X	92.8	X	90.4	X	88.8
Multi-Racial	X	95	X	96.6	X	90.3	X	86.5	X	85.2
Alaskan/American Indian		93.6		96.1		90		86.1		83.8

CCRPI Post Middle School Readiness Goals:

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. Student Attendance Rate of 95 or higher (%)

Predictor for High School Graduation:

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 Exceeds Level

Exceeding the Bar: a companion to the College and Career Ready Performance Index for Middle

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 2014 – 2015)

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2014-2015

Measureable Goal(s): To improve student achievement of Grades 6, 7, and 8 by increasing the number of first time test takers in meeting expectations category on the GA MILESTONES in ELA/READING

- 6th grade ELA/READING from 88%/97% (2014) meets to 92%/98% (2015) / 6th grade SWD ELA/READING from 69/85%(2014) meets to 86%/91% (2015)
- 7th grade ELA/READING from 94%/94% (2014) meets to 95%/95% (2015) / 7th grade SWD ELA/READING from 50%/70% (2014) meets to 86%/91% (2015)
- 8th grade ELA/READING from 91%/93% (2014) meets to 94%/97% (2015) / 8th grade SWD ELA/READING from 71%/67% (2014) meets to 86%/91% (2015)

Measureable Goal(s): To improve student achievement of Grades 6, 7, and 8 by increasing the number of first time test takers in meeting and exceeding expectations category on the GA MILESTONES in MATH

- 6th grade MATH from 76% (2014) meets to 84% (2015) / 6th grade SWD MATH from 20% (2014) meets to 73% (2015)
- 7th grade MATH from 75% (2014) meets to 87% (2015) / 7th grade SWD MATH from 33% (2014) meets to 73% (2015)
- 8th grade MATH from 69% (2014) meets to 82% (2015) / 8th grade SWD MATH from 29% (2014) meets to 73% (2015)

Measureable Goal(s): To improve student achievement of Grades 6, 7, and 8 by increasing the number of first time test takers in meeting and exceeding expectations category on the GA MILESTONES in SCIENCE

- 6th grade SCIENCE from 64% (2014) meets to 75% (2015)/ 6th grade SWD SCIENCE from 30% (2014) meets to 66% (2015)
- 7th grade SCIENCE from 72% (2014) meets to 84% (2015)/ 7th grade SWD SCIENCE from 12% (2014) meets to 66% (2015)
- 8th grade SCIENCE from 51% (2014) meets to 78% (2015)/ 8th grade SWD SCIENCE from 7% (2014) meets to 66% (2015)

Measureable Goal(s): To improve student achievement of Grades 6, 7, and 8 by increasing the number of first time test takers in meeting and exceeding expectations category on the GA MILESTONES in SOCIAL STUDIES

- 6th grade SOCIAL STUDIES from 74% (2014) meets to 80% (2015)/ 6th grade SWD SOCIAL STUDIES from 30% (2014) meets to 70% (2015)
- 7th grade SOCIAL STUDIES from 60% (2014) meets to 83% (2015) / 7th grade SWD SOCIAL STUDIES from 13% (2014) meets to 70% (2015)
- 8th grade SOCIAL STUDIES from 54% (2014) meets to 80% (2015)/ 8th grade SWD SOCIAL STUDIES from 7% (2014) meets to 70% (2015)

Academic Subject Plans for Improvement -ELA

School Keys 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
Curriculum Standards C1.2, C1.3	Teachers and the Instructional coaches will be actively engaged in curriculum planning process demonstrating daily rigor in lessons and depth of knowledge. Students will have a role in monitoring their mastery CCGPS ELA standards and understanding their content curriculum maps	August 2014 to May 2015	\$2000 –Title I -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	a)Challenging classroom lessons that are CCGPS aligned vertically and horizontally aimed at higher level Blooms Taxonomy b)Rich dialogue and collaborative discussion from all ELA teachers on providing input on lesson planning in the weekly extended planning meetings c) Teachers making interdisciplinary connections across the curriculum
Curriculum Standards C2.2, C3.2, (11.2)	All systemic collaborative approach will be implemented where Teachers and the Instructional coaches will consistently plan weekly during a sacred collaborative planning time. A curriculum monitoring system will also be implemented where performance data will guide curriculum pacing decisions.	August 2014 to May 2015 -140 min each week	\$2000 –Title I -Used to purchase Scantrons and software for reviewing student data to make lesson planning decisions -Metro RESA ELA 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 6 th , 7 th , & 8 th grade ELA 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 monitoring curriculum monitoring c)student performance data is used by all stakeholders in curriculum planning

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2014-2015

Academic Subject Plans for Improvement –ELA (continued)

<p>Assessment Standard 1.1</p>	<p>All ELA teachers will use a cohesive and comprehensive balanced assessment approach to gauge students' mastery of the ELA 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 2014 to May 2015 -Using during the 70min ELA class block -Common Assessments were given every five ½ weeks (6 per school year)</p>	<p><u>\$1500 –Title I</u> -Used to purchase GA MILESTONES practice books and for subscription to Study Island, Achieve 3000, Aleks, 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 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</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 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.</p>	<p>August 2014 to May 2015 -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>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 students needs as evidenced during classroom observations</p>

<p>Instruction Standard 12.6 & 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 goals.</p>	<p>August 2014 to May 2015</p>	<p><u>\$156,000-FLP-</u> FLP funds will be used to support connections, afterschool, Sat. Tutorial, and a Summer Program;</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 ELA and Reading. b)Level 1 students will show 9 months of gains using VAAS c)Level 2 students will show exceeds gains using VAAS d)Reduction in numbers of students retained and in SST</p>
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CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2014-2015

Academic Subject Plans for Improvement -MATH

School Keys 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
Curriculum Standards C1.2, C1.3	Teachers and the Instructional coaches will be actively engaged in curriculum planning process demonstrating daily rigor in lessons and use of Math language. Students will have a role in monitoring their mastery CCGPS Math standards and understanding their content curriculum maps	August 2014 to May 2015	\$2000 –Title I -Used to purchase Math instructional materials, teachers resources, math manipulatives, math activities, and other math 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 e)Common Planning Meeting Agendas	a)Challenging classroom lessons that are CCGPS aligned vertically and horizontally aimed at higher level Blooms Taxonomy b)Rich dialogue and collaborative discussion from all Math teachers on each grade providing input on lesson planning in the weekly extended planning meetings c) Teachers making interdisciplinary connections across the curriculum
Curriculum Standards C2.2, C3.2, (II.2)	All systemic collaborative approach will be implemented where teachers and the instructional coaches will consistently plan weekly during a sacred collaborative planning time. A curriculum monitoring system will also be implemented where performance data will guide curriculum pacing decisions.	August 2014 to May 2015 -140 min each week	\$2000 –Title I -Used to purchase Scantrons and software for reviewing student data to make lesson planning decisions -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	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 style="text-align: center;">Assessment Standard 1.1</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 2014 to May 2015 -Using during the 70min Math class block -Common Assessments were given every three weeks (12 per school year)</p>	<p><u>\$1500 –Title I</u> -Used to purchase GA MILESTONES practice books and for subscription to Study Island, GOAS, Achieve 3000, Aleks, 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 style="text-align: center;">Instruction Standards I2.1, I2.2, I2.3</p>	<p>All MATH Teachers will consistently use research based instructional strategies within their lessons. In effort to challenge our students to learn at higher levels, Blooms Taxonomy 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.</p>	<p>August 2014 to May 2015 -Using during the 70min MATH 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>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 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 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 goals.</p>	<p>August 2014 to May 2015</p>	<p><u>\$156,000-FLP-FLP</u> funds will be used to support connections, afterschool, Sat. Tutorial, and a Summer Program</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 VAAS c)Level 2 students will show exceeds gains using VAAS 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: 2014-2015

Academic Subject Plans for Improvement –SCIENCE

School Keys 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
Curriculum Standards C1.2, C1.3	Teachers and the Instructional coaches will be actively engaged in curriculum planning process demonstrating daily rigor in lessons and use of Science language. Students will have a role in monitoring their mastery CCGPS Science standards and understanding their content curriculum maps	August 2014 to May 2015	\$2000 –School Improvement Funds -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 higher level Blooms Taxonomy b)Rich dialogue and collaborative discussion from all Science teachers on each grade providing input on lesson planning in the weekly extended planning meetings c) Teachers making interdisciplinary connections across the curriculum
Curriculum Standards C2.2, C3.2, (II.2)	All systemic collaborative approach will be implemented where teachers and the instructional coaches will consistently plan weekly during a sacred collaborative planning time. A curriculum monitoring system will also be implemented where performance data will guide curriculum pacing decisions.	August 2014 to May 2015 -140 min each week	\$2000 –Title I -Used to purchase Scantrons and software for reviewing student data to make lesson planning decisions -Metro RESA 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	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 1.1</p>	<p>All Science teachers will use a cohesive and comprehensive balanced assessment approach to gauge students' mastery of the Science 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 2014 to May 2015 -Using during the 70min Science class block -Common Assessments were given every five ½ weeks (6 per school year)</p>	<p><u>\$1500 –Title I</u> -Used to purchase GA MILESTONES practice books and for subscription to Study Island, GOAS, Achieve 3000, Aleks, 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 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</p>	<p>All SCIENCE Teachers will consistently use research based instructional strategies within their lessons. In effort to challenge our students to learn at higher levels, Blooms Taxonomy 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.</p>	<p>August 2014 to May 2015 -Using during the 70min SCIENCE 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>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</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 2014 to May 2015</p>	<p><u>\$28000 School Improvement</u> Funds will be used to support afterschool tutorial; bus transportation will be provided - A wireless printer and Ipad cart will purchased with 20 iPads and one matching Apple Laptop; the laptop is needed to be able to sync the software and applications to the 20 iPads</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>wireless printer for the iPad cart g)parent letters; postage paid for with SI funds to improve parental involvement and promote positive communication with parents</p>	<p>a) All 6th, 7th, & 8th grade students will receive additional academic support in Science. b)Level 1 students will show 9 months of gains using VAAS c)Level 2 students will show exceeds gains using VAAS 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. Web-based applications for science and social studies content will be used to remediate standards and improve student achievement. This digital media will be individualized using computer adaptive software differentiated to meet the needs of all students.</p>

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2014-2015

Academic Subject Plans for Improvement SOCIAL STUDIES

School Keys 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
Curriculum Standards C1.2, C1.3	Teachers and the Instructional coaches will be actively engaged in curriculum planning process demonstrating daily rigor in lessons and use of Social Studies language. Students will have a role in monitoring their mastery CCGPS Social Studies standards and understanding their content curriculum maps	August 2014 to May 2015	\$2000 –School Improvement Funds -Used to purchase Social Studies instructional materials, teachers resources, manipulatives, activities, and other 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 higher level Blooms Taxonomy b)Rich dialogue and collaborative discussion from all Social Studies teachers on each grade providing input on lesson planning in the weekly extended planning meetings c) Teachers making interdisciplinary connections across the curriculum
Curriculum Standards C2.2, C3.2, (II.2)	All systemic collaborative approach will be implemented where teachers and the instructional coaches will consistently plan weekly during a sacred collaborative planning time. A curriculum monitoring system will also be implemented where performance data will guide curriculum-pacing decisions.	August 2014 to May 2015 -140 min each week	\$2000 –Title I -Used to purchase Scantrons and software for reviewing student data to make lesson planning decisions -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)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 –SOCIAL STUDIES (continued)

<p>Assessment Standard 1.1</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. 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 2014to May 2015 -Using during the 70min Social Studies class block -Common Assessments were given every five ½ weeks (6 per school year)</p>	<p><u>\$1500 –Title I</u> -Used to purchase GA MILESTONES practice books and for subscription to Study Island, GOAS, Achieve 3000, Aleks, 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 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 refer students for tutorial and other academic interventions as needed</p>
<p>Instruction Standards I2.1, I2.2, I2.3</p>	<p>All Social Studies Teachers will consistently use research based instructional strategies within their lessons. In effort to challenge our students to learn at higher levels, Blooms Taxonomy 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.</p>	<p>August 2014 to May 2015 -Using during the 70min Social Studies 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>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 Social Studies 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 Social Studies 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</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 2014 - May 2015</p>	<p><u>\$25000 School Improvement</u> Funds will be used to support afterschool tutorial; bus transportation will be provided - A wireless printer and Ipad cart will purchased with 20 iPads and one matching Apple Laptop; the laptop is needed to be able to sync the software and applications to the 20 iPads</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 VAAS c)Level 2 students will show exceeds gains using VAAS 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>

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2014-2015

Objective: Students will be able to celebrate academic achievement(s) by reinforcing positive behavior incentives through school events.

Focus Area: Increasing positive behavior, academic achievement and increasing school culture.

Measureable Goal(s): Increase A/B honor roll and Principals list by 10%.

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 incentives	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	Awards Program Field Day Fall Festival	Bi-Annually and Annually	\$750, General Funds	PE/Fitness Coach Teachers, Staff, Administrators, Counselors	Awards Day program Competitive Award Ribbons for field day Sign- Up sheets for the fall festival committee	An increase in the number of students participating each term

Objective: Students will demonstrate academic growth as evidenced by an increase in their mastery level in core subjects by 10% by April 2015.

Focus Area: Academic Enrichment

Measureable Goal(s): Students will demonstrate a 5% increase of mastery of content material by December 2014. Students will demonstrate a 10% increase of mastery of content material by April 2015.

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
CP2; I 2; I 3; I 4	<p>Instructional Coaches and Teachers will be actively engaged in curriculum planning process demonstrating daily rigor in lessons Students will have a role in monitoring their mastery of standards and understanding their content curriculum maps.</p> <ul style="list-style-type: none"> Offering advanced courses in Math and Writing STEM H.S. French and Spanish 	August 2014 – May 2015		<p>a) Instructional Coaches b) Teachers (particularly Mr. Delaney, Mr. Spence, Ms. Freeman, -Ms. Nakou, Dr. Banks, Ms. Curran, -Ms. Franco, Ms. Ojore c) Grade Level Chairpersons d) Assistant Principals e) Principal</p>	<p>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</p>	<p>a) Challenging classroom lessons that are CCGPS aligned vertically and horizontally aimed at higher level Blooms Taxonomy b) Rich dialogue and collaborative discussion from all teachers on each grade providing input on lesson planning c) Teachers making interdisciplinary connections across the curriculum</p>
19	<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 improvement goals.</p> <ul style="list-style-type: none"> Remedial Reading, Math, and Writing Afterschool Tutorial Participation in academic contests (intra and inter school) For example: Quiz Bowls, Writing Contests, Math, Technology, and Science Fairs 	August 2014 - May 2015		<p>a) Students b) Teachers (particularly Mr. Penn Ms. Golphin, Dr. Salifu, - Ms. Clark-Wheeler) c) Instructional coaches d) Grade level chairpersons e) Administrators f) Graduation coach f) Stakeholders g) Academic contests coaches (Ms. Freeman, Ms. Hendon, Mr. Spence, Mr. Daniels, Dr. Banks, Ms. Curran, Dr. Burse, ELA teachers)</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</p>	<p>a) Students will receive additional academic support b) Level 1 students will show 9 months of gains using VAAS c) Level 2 students will show exceeds gains using VAAS d) Reduction in numbers of students retained and in SST e) Increase student participation in After school program f) Improved parent involvement and positive communication with parents</p>

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2014-2015

Therrell Cluster Objective: To implement a rigorous and relevant curriculum that meets the needs of all students.

Focus Area: Mathematics

Measureable Goal(s):

Goal 1

Percentage of **K-8** all students scoring proficient or higher on the **Algebra Domain** will increase by 8% by the end of the **2014-2015** school year as measured by **GA MILESTONES** administered in the **Spring 2015**

Goal 2

Percentage of **9-12** all students scoring proficient or higher on the **Algebra Domain** will increase by 8% by the end of the **2014-2015** school year as measured by **EOCT** administered in the **Spring 2015**

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 2 TKES – Standard 3 TKES – Standard 6 LKES – Standard 1 LKES – Standard 3 LKES – Standard 4	Tutoring (During the Day, After School & Saturday Academy)	Oct - May	(Title I Funds) Transportation \$15,000 Tutors \$18,000	Assistant Principal Academy Leader Instructional Coaches Classroom Teachers	Tutorial Logs Student work samples Student sign-in sheets	<ul style="list-style-type: none"> Progress Monitoring Data State & Local Assessment Score Reports Collaborative Planning Notes
LKES – Standard 1 LKES – Standard 2 LKES – Standard 3 TKES – Standard 2 TKES – Standard 3	Vertical Alignment of Instructional Strategies (Math specific)	Aug - May	Common Core State Standards Performance Tasks District Sponsored PL	Instructional Coaches Teachers Professional Learning	Agendas Sign-In Sheets MyPLC Transcripts Lesson Plans/Unit Plans Assessments/Assessment	<ul style="list-style-type: none"> On-going assessment data State & Local Assessment Score Reports Planning Notes

				Specialist Common Core Specialist	Data	
TKES – Standard 2 TKES – Standard 3 TKES – Standard 6 LKES – Standard 1 LKES – Standard 2 LKES – Standard 3 LKES – Standard 4 LKES – Standard 5	Cluster Collaborative Planning	January	Common Core State Standards Performance Tasks SLO Data	-Instructional Coaches -Teachers	Agendas Teacher Sign-In Sheet Lesson Plans/Unit Plans	<ul style="list-style-type: none"> • Progress Monitoring Data • State & Local Assessment Score Reports • Collaborative Planning Notes
TKES – Standard 2 TKES – Standard 3 TKES – Standard 4 TKES – Standard 8	Writing Across the Curriculum	Aug - May	Balanced Literacy Framework State Writing Rubric http://www.schoolreforminitiative.org/	-Instructional Coaches -Teachers	Agendas Teacher Sign-In Sheet Lesson Plans/Unit Plans My PLC Transcripts	<ul style="list-style-type: none"> • Progress Monitoring Data • State & Local Assessment Score Reports • Collaborative Planning Notes

CONTINUOUS IMPROVEMENT PLAN

School Name: RALPH J. BUNCHE MIDDLE SCHOOL Principal: MR. MARIO M. WATKINS School Year: 2014-2015

Therrell Cluster Objective: To ensure a safe and supportive learning environment that fosters self-accountability.

Focus Area: Positive Learning Environment

Measureable Goal(s):

Goal 1

By the end of the 2014-2015 School Year schools in the Therrell Cluster will decrease the percentage of students suspended 10 or more days from 2.65% (SY12-13) to 2.38% (SY13 – 14).

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 	2014 - 2015	Infinite Campus www.pbis.org	Assistant Principal Counselor Behavior Specialist PBIS Team	Agenda PPTs Charts / Graphs of Data	Sign-In Sheets Minutes Written Plan

