



Important Dates **District:** Clarke County *Draft Due 8/28/2023* *LSGT*
Approval 8/28/2023 **School:** Burney-Harris-Lyons *45-Day Check Oct/Nov*
90-Day Check Early Jan 2024 **Principal:** Dr. Makeba Clark *Spring*
 2023 *Revisions Late Jan 2024*
135-Day Check Feb/Mar 2024 **Principal Supervisor:** Dr. Neill Crosslin
180-Day Check May 2024

SCHOOL IMPROVEMENT PLAN WITH 90-DAY ACTIONS

The **School Improvement Plan** serves as a road map that provides clarity to specific priorities and actions that are most important during the entirety of the school year and over the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's goals.

District Theory of Action

Focusing on leader capacity and actions in the 3 Priority Areas of Instructional Leadership, Planning and Assessment, and Climate and Culture will increase student achievement and graduation rates.

Needs Assessment

Multiple data sources were used to complete the needs assessment. The needs assessment showed that our African American subgroup is performing significantly lower than other subgroups in ELA and Math. In addition, the African American student group has more ODRs than any other student group although there was a decrease in overall behavior events among the African American subgroup. There was also a decrease in proficiency for our EL subgroup in ELA and Math. The needs assessment showed informational text, vocabulary acquisition, and language as lowest performing domains in ELA. In math, the lowest performing domains for 6th and 7th grade were statistics and probability and ratios & proportional relationships and in 8th grade geometry and numbers, operations, and expressions. The fishbone diagram and the 5 Whys protocol was used to identify the root cause of low performance among the African American subgroup and EL subgroup in ELA and Math. The root cause analysis revealed inconsistencies with providing tier 1 instruction for reading, writing, grammar, and vocabulary; need for Tier 1 instructional strategies that guides students through mathematical thinking, reasoning, and problem solving; and a need for more behavior supports and monitoring of behavior interventions for students with more than 5 ODRs, particularly the African American students.

Data Analysis

Area Student Groups 21-22	22-23 % Change	Race/Ethnicity 21-22	22-23 % Change
ELA GMAS (6-8) Proficient or Above	All Students 26.90% 31.00% 4.10%	Black Students 18.30% 18.20%	-0.10%
Math GMAS (6-8) Proficient or Above	SWD Students 5.50% 9.80% 4.30%	Hispanic Students 26.60% 31.90% 5.30%	EL Students 2.20% 1.10%
PBIS ODR Rates (per 100 Students)	-1.10%	Two or More Race 32.00% 34.70% 2.70%	Gifted Students 0.00%
PBIS ISS Rates (per 100 Students)	White Students 49.00%	64.70% 15.70%	All Students 32.40% 31.80% -0.60%
PBIS OSS Rates (per 100 Students)	Black Students 22.70% 17.50%	-5.20%	SWD Students 8.60% 12.20% 3.60%
	Hispanic Students 32.60% 34.20%	1.60%	EL Students 9.90% 9.40%
	-0.50%	Two or More Race 46.10% 34.70%	-11.40%
	Gifted Students 0.00%	White Students 50.50% 63.60%	13.10%
	All Students 73.06 48.70	-24.36	Black Students 99.38 84.51 -14.87
	SWD Students 134.78 95.90	-38.88	Hispanic Students 32.05 23.40 -8.65
	EL Students 45.26 27.78	-17.48	Two or More Race 56.76 53.85 -2.91
	Gifted Students 34.35 27.45	-6.90	White Students 21.74 24.80 3.06
	All Students 105.00 90.09	-14.91	Black Students 135.94 153.81 17.87
	SWD Students 178.26 118.85	-59.41	Hispanic Students 42.86 35.82 -7.04
	EL Students 61.05 44.44	-16.61	Two or More Race 75.68 84.62 8.94
	Gifted Students 41.98 52.29	10.31	White Students 13.04 31.20 18.16
	All Students 62.58 61.08	-1.50	Black Students 96.56 101.31 4.75

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PBIS OSS Rates (per 100 Students)

SWD Students 135.65 118.03 -17.62 Hispanic Students 40.93 23.40 -17.53 EL Students 48.42 23.02

Your school's year-long goals in 3 areas: ELA, Math, and Climate & Culture.

Needs Goals Progress Metrics

1 There is a need to improve student performance in the domains of informational text, vocabulary acquisition, and language by establishing a structured framework across grades 6-8 and contents for teaching Reading, Writing, Grammar, and Vocabulary.

2 There is a need to improve Tier 1 instruction that guides students through mathematical thinking, reasoning, and problem solving particularly in statistics & probability, ratios & proportional relationships (6 & 7) and in geometry, numbers, operations, and expressions (8th grade).

3 There is a need to provide more consistent behavior supports and interventions for students in Tier 3 using individualized instruction. Continue monitoring of academic and behavior interventions for tier 2 and tier 3 students. Continue to recognize students for exhibiting positive behaviors. Continue monthly celebrations

Increase the percent of students in grades 6-8 performing at and recognition of faculty and staff for positive impacts made within the school (PBIS action plan). proficiency level in ELA from 31% to 40% on GMAS. Increase the percent of students in grades 6-8 reading on grade level from 56.8% to 62% on GMAS. Increase the percent of African American students in grades 6-8 who are proficient in ELA from 18.20% to 24%. Increase the percent of EL students in grades 6-8 who are proficient in ELA from 1.1% to 5%.

Increase the percent of students in grades 6-8 performing at proficiency level in Math from 31.8% to 40% on GMAS. Increase the percent of African American students in grades 6-8 who are proficient in Math from 17.5% to 24%. Increase the percent of EL students in grades 6-8 who are proficient in Math from 9.4% to 13%.

10% reduction in the number of Tier 3 students characterized by recidivism.

Plan Development Narrative (pre-populated)

Formative/Summative Assessments to include DRC Beacon, UPAs, Quarterly Writing Assessments, Exit Tickets (40% of students demonstrate proficiency on all formative assessments), quarterly IReady data.

Formative/Summatives assessments to include DRC Beacon, UPAs, , Exit Tickets (40% of students demonstrate proficiency on all formative assessments), Mathia, and quarterly IReady data.

Office Discipline Referrals (ODRs), PBIS action plan, 7-mindsets staff survey, SAS survey, Culture surveys for students, staff, and parents

addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learning

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the transformation initiative forward. The school's leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals,

District Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation

Makeba S. Clark 8/31/2023 *Jennifer Scott* 8/31/2023

Principal Signature Date Chief of Academics & Student Supports Signature Date

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BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- 1st 90-Days - Priority #1

Priority #1 - Instructional Leadership

Needs and Goals

Needs (pre-populated from previous tab) **Goals** (pre-populated from previous tab)

1	<p>There is a need to improve student performance in the domains of informational text, vocabulary acquisition, and language by establishing a structured framework across grades 6-8 and contents for teaching Reading, Writing, Grammar, and Vocabulary.</p>	<p>of faculty and staff for positive impacts made within the school (PBIS action plan).</p> <p>Increase the percent of students in grades 6-8 performing at proficiency level in ELA from 31% to 40% on GMAS. Increase the percent of students in grades 6-8 reading on grade level from 56.8% to 62% on GMAS. Increase the percent of African American students in grades 6-8 who are proficient in ELA from 18.20% to 24%. Increase the percent of EL students in grades 6-8 who are proficient in ELA from 1.1% to 5%.</p>
2	<p>There is a need to improve Tier 1 instruction that guides students through mathematical thinking, reasoning, and problem solving particularly in statistics & probability, ratios & proportional relationships (6 & 7) and in geometry, numbers, operations, and expressions (8th grade).</p> <p>There is a need to provide more consistent behavior supports and interventions for students in Tier 3 using individualized instruction. Continue monitoring of academic and behavior interventions for tier 2 and tier 3 students. 3 Continue to recognize students for exhibiting positive behaviors. Continue monthly celebrations and recognition</p>	<p>Increase the percent of students in grades 6-8 performing at proficiency level in Math from 31.8% to 40% on GMAS. Increase the percent of African American students in grades 6-8 who are proficient in Math from 17.5% to 24%. Increase the percent of EL students in grades 6-8 who are proficient in Math from 9.4% to 13%.</p> <p>10% reduction in the number of Tier 3 students characterized by recidivism.</p>

Root Cause Analysis in Priority #1 - Instructional Leadership

What is the root cause of the problem? What leadership and teacher practices have gaps that might be contributing to this need? *Teachers need a clear structure for providing strong tier 1 instruction to address reading, writing, vocabulary, and grammar. In addition, teachers across grade levels and content need additional support with providing strong tier 1 instruction that is designed for the students to do the cognitive lifting and apply learning so that mastery is demonstrated.*

Theory of Action in Priority #1 - Instructional Leadership

Up to 3 statements. What will be different if you are successful in addressing this priority?

1 If leaders... 2 If	<p>leaders...</p> <p>Establish clear systems and protocols for planning strong tier 1 instruction</p>	<p>Monitor the fidelity and implementation of identified research-based instructional practices then teachers will...</p>	<p>then teachers will... plan and practice effective tier 1 instruction during PLCs consistently execute</p>	<p>research-based instructional practices and then students will... and then students will...</p>	<p>engage in consistent tier 1 instruction.</p> <p>receive high quality instruction.</p>
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BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- 1st 90-Days - Priority #1

Provide professional learning based on outcome of focused instructional walks of identified **research-based instructional practices** **then teachers will...** **transfer learning to improve instructional practices** **and then students will...** **demonstrate mastery of standards.**

3 If leaders...

Strategies in Priority #1 - Instructional Leadership TIMELINE FOR

NEED/GOAL

ALIGNMENT STRATEGIES LEVEL OF EVIDENCE	Goal 1 <i>Grade level planning protocol and process are implemented with</i>	IMPLEMENTA TION COST &	BUDGET USED PERSON/POSITION RESPONSIBLE
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Goal 1 <i>Monitor instruction and pacing of curriculum to ensure effective</i>	Aug. 30 Instructional Leadership Team	<i>fidelity across the school</i>	Aug. 30 Hagood/Hudson
<i>deepen the</i>	Goal 1 <i>Classroom walkthroughs include specific feedback to</i>		
<i>materials and</i>	Aug. 30 Instructional Leadership Team	Goal 2 <i>Implementation fidelity of high quality instructional</i>	
<i>effective pedagogy provide intellectual engagement for students</i>	Aug. 30 Lawrence/Hudson	Goal 2 <i>Monitor instruction and pacing of</i>	
<i>curriculum to ensure effective</i>	Aug. 30 Instructional Leadership Team	Goal 2 <i>Grade level planning protocol and process are</i>	
<i>implemented with</i>		<i>fidelity across the school</i>	Aug. 30 Lawrence/Hudson

Results Indicators in Priority #1 - Instructional Leadership

Evidence to Determine Progress Toward Achieving Desired Outcome *(What is the evidence of success? What will be measured and monitored to determine the effectiveness of the*

Indicator Date Sep. 2023-March	<i>strategies? Note: We are looking for evidence of change in adult practice through artifacts from PLC's, observations & walkthrough data, student</i>	<i>results from formatives, interims & diagnostics, changes in scheduling, etc.</i>	Potential Adjustments
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2024 Walkthrough data with specific look fors of 4 constructs and BHL common commitments. Should we break down into smaller time increments starting with academic ownership?

Aug 2023 - May

2024 Iready Data, DRC Beacon data/Data Dig, Formative & summative assessment data, IDI progress

Aug 2023-May

2024 PLC agenda and minutes

Aug. 2023-Feb.

2024 Professional learning calendar Additional professional learning may be needed

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BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- 1st 90-Days - Priority #2

Priority #2 - Planning and Assessment

Needs and Goals

Needs *(pre-populated from previous tab)* **Goals** *(pre-populated from previous tab)*

There is a need to improve student performance in the domains of informational text, vocabulary acquisition, and language by establishing a structured framework across

1

grades 6-8 and contents for teaching Reading, Writing, Grammar, and Vocabulary.

There is a need to improve Tier 1 instruction that guides students through mathematical thinking, reasoning, and problem solving particularly in statistics & probability, ratios

2

& proportional relationships (6 & 7) and in geometry, numbers, operations, and expressions (8th grade).

There is a need to provide more consistent behavior supports and interventions for students in Tier 3 using individualized instruction. Continue monitoring of academic and behavior interventions for tier 2 and tier 3 students. 3

Continue to recognize students for exhibiting positive behaviors. Continue monthly celebrations and recognition

of faculty and staff for positive impacts made within the school (PBIS action plan).

Increase the percent of students in grades 6-8 performing at proficiency level in ELA from 31% to 40% on GMAS. Increase the percent of students in grades 6-8 reading on grade level from 56.8% to 62% on GMAS. Increase the percent of African American students in grades 6-8 who are proficient in ELA from 18.20% to 24%. Increase the percent of EL students in grades 6-8 who are proficient in ELA from 1.1% to 5%.

Increase the percent of students in grades 6-8 performing at proficiency level in Math from 31.8% to 40% on GMAS. Increase the percent of African American students in grades 6-8 who are proficient in Math from 17.5% to 24%. Increase the percent of EL students in grades 6-8 who are proficient in Math from 9.4% to 13%.

10% reduction in the number of Tier 3 students characterized by recidivism.

Root Cause Analysis in Priority #2 - Planning and Assessment

What is the root cause of the problem? What leadership and teacher practices have gaps that might be contributing to this need? *Lack of modeling and practicing the execution of lessons and instructional strategies in order to build teacher capacity so that all students receive strong instruction. Gap in analyzing student work during PLCs to develop reteaching plans for students who didn't master standards and enrichment plans for students who demonstrate mastery.*

Theory of Action in Priority #2 - Planning and Assessment

Up to 3 statements. What will be different if you are successful in addressing this priority?

1	If leaders... monitor PLCs and coaching cycles allow time to model and	then teachers will... use PLC protocols to plan	high quality instruction and implement instructional practices with fidelity	and then students will... and then	engagement and academic ownership.
2	If leaders... practice the	execution of lesson plans during PLCs will...	use feedback to readjust instruction	Show an increase in students will... instruction.	Receive high quality tier 1

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BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- 1st 90-Days - Priority #2

3	If leaders... provide consistent structures and protocols for Data Driven Instruction	then teachers will... analyze and use assessment data	regularly to make instructional modifications and develop reteaching	plans and then students will...	demonstrate academic growth and mastery on grade level content standards and skills.
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Strategies in Priority #2 - Planning and Assessment TIMELINE FOR

NEED/GOAL

ALIGNMENT STRATEGIES LEVEL OF EVIDENCE

Goal 1 *Consistent implementation of collaborative planning processes and*

IMPLEMENTA TION COST &

BUDGET USED PERSON/POSITION RESPONSIBLE

structures Aug. 30 Hagood/Hudson

Goal 1 *Planning protocols and structures are consistently monitored and*

supported for improvement Aug. 30 Hagood/Hudson

Goal 2 *Using results of formative assessments to inform lesson preparation Aug. 30 Lawrence/Hudson* Goal 2 *Planning protocols and structures are consistently monitored and*

supported for improvement Aug. 30 Lawrence/Hudson Goal 1 MTSS structures are monitored and adjusted to maximize all

students' access to grade level content Aug. 30 Houser

Results Indicators in Priority #2 - Planning and Assessment

Evidence to Determine Progress Toward Achieving Desired Outcome (What is the evidence of success? What will be measured and monitored to determine the effectiveness of the

Indicator Date Aug. 2023-May

strategies? Note: We are looking for evidence of results from formatives, interims & diagnostics, change in adult practice through artifacts from changes in scheduling, etc. PLC's, observations & walkthrough data, student **Potential Adjustments**

2024 PLC agendas and minutes (ELA, Math, SCI/SS) (Admin, ILT, SILT, Grade Level meetings)

Aug. 2023-May

2024 Iready Data, DRC Beacon data, Formative & summative assessment data

Aug. 2023-May

2024 Notes and feedback from coaching cycle

Aug. 2023-May

2024 Lesson plans and DDI spreadsheet

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BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- 1st 90-Days - Priority #3

Priority #3 - School Climate and Culture

Needs and Goals

Needs (pre-populated from previous tab) **Goals** (pre-populated from previous tab)

There is a need to improve student performance in the domains of informational text, vocabulary acquisition, and language by establishing a structured framework across

grades 6-8 and contents for teaching Reading, Writing,

Grammar, and Vocabulary.

There is a need to improve Tier 1 instruction that guides students through mathematical thinking, reasoning, and problem solving particularly in statistics & probability, ratios

& proportional relationships (6 & 7) and in geometry, numbers, operations, and expressions (8th grade).

There is a need to provide more consistent behavior supports and interventions for students in Tier 3 using individualized instruction. Continue monitoring of academic and behavior interventions for tier 2 and tier 3 students. 3

Continue to recognize students for exhibiting positive behaviors. Continue monthly celebrations and recognition of faculty and staff for positive impacts made within the school (PBIS action plan).

Increase the percent of students in grades 6-8 performing at proficiency level in ELA from 31% to 40% on GMAS. Increase the percent of students in grades 6-8 reading on grade level from 56.8% to 62% on GMAS. Increase the percent of African American students in grades 6-8 who are

proficient in ELA from 18.20% to 24%. Increase the percent of EL students in grades 6-8 who are proficient in ELA from 1.1% to 5%.

Increase the percent of students in grades 6-8 performing at proficiency level in Math from 31.8% to 40% on GMAS. Increase the percent of African American students in grades 6-8 who are proficient in Math from 17.5% to 24%. Increase the percent of EL students in grades 6-8 who are proficient in Math from 9.4% to 13%.

10% reduction in the number of Tier 3 students characterized by recidivism.

Root Cause Analysis in Priority #3 - School Climate and Culture

What is the root cause of the problem? What leadership and teacher practices have gaps that might be contributing to this need? *Inconsistencies with systems of support for Tier 2 and Tier 3 students who lack the ability to self-regulate and make appropriate decisions.* **Theory of Action in**

Priority #3 - School Climate and Culture

Up to 3 statements. What will be different if you are successful in addressing this priority?

<p>1 If leaders... implement a plan for recognizing and celebrating</p>	<p>students, faculty, and staff provide clear expectations for then teachers will... feel valued and be encouraged to</p>	<p>provide high quality, positive learning environments have a clear understanding and a and then</p>	<p>students will... thrive in a positive self regulate</p>	<p>school climate. have the tools to</p>
<p>2 If leaders... behavior support team</p>	<p>(behavior specialists/academic interventionists) then teachers will...</p>	<p>plan for tier 3 students with behavior concerns and then students will...</p>	<p>inappropriate behaviors and focus on learning.</p>	

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BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- 1st 90-Days - Priority #3 fidelity of MTSS and PBIS and see an increase in student

then teachers will... implement proper interventions appropriate behaviors and then students will... have a positive, individualized learning experience.

3 If leaders... monitor the

Strategies in Priority #3 - School Climate and Culture TIMELINE FOR

NEED/GOAL

ALIGNMENT STRATEGIES	LEVEL OF EVIDENCE	IMPLEMENTATION COST &	BUDGET USED PERSON/POSITION RESPONSIBLE
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Goal 3 *SILT and ILT monitor PBIS practices* Aug. 30 Administration & PBIS committee Goal 3 *SILT and ILT monitor SWIS to ensure calibration for discipline*

schoolwide Aug. 30 Behavior Specialist and Interventionists

Goal 3 *All school staff model mutual respect, high expectations, concern and empathy for students, staff, parents, and the community* Aug. 30 All staff

Goal 3 *Communication processes and procedures ensure that the school SIP goals and priorities are aligned with district Strategic Plan* Aug. 30 Administration & SILT

Results Indicators in Priority #3 - School Climate and Culture

Evidence to Determine Progress Toward Achieving Desired Outcome *(What is the evidence of success? What will be measured and monitored to determine the effectiveness of the*

Indicator Date Aug 2023-May	<i>strategies? Note: We are looking for evidence of change in adult practice through artifacts from PLC's, observations & walkthrough data, student</i>	<i>results from formatives, interims & diagnostics, changes in scheduling, etc.</i>
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Potential Adjustments

2024 Individualized Behavior Plans for Tier 3 students using research-based strategies.

Sept 2023-May

2024 Discipline Data

Aug 2023-May

2024 Check In/Check Out Data

Sept 2023-May

2024 Walkthroughs (SEL instruction, including ISS)

Sept 2023-May 2024

survey, 7-Mindsets survey, School-based climate survey

Georgia Climate Survey Results, PBIS Action plan, SAS

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BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- PL Plan

Professional Learning (PL) Plan

List planned professional learning activities related to your goals and school priorities ensure that you have data aligned to the PL. **Alignment**

Professional Learning Strategy Timeline Audience Person/Position

Goal

Responsible

Goal 1 New Math Standards & Learning Progressions July 28, 2023, Aug. 22-24, 2023 Math Teachers Kamala Lawrence Goal 1 3-Dimensional Science

Framework/Implementation of New

Science Resources & Curriculum

TBA once resources arrive Science Teachers Cheryl Hudson Amy Hagood Cheryl

Goal 1 Oral Reading Fluency--Six minute Solution Aug. 21, 2023 All Teachers

Cycle Aug. 21, 2023 & Aug. 28, 2023 All Teachers & Paras

Hudson Kamala Lawrence

Goal 2 Opportunity Myth 4 constructs of learning/Engagement

Amy Hagood Cheryl Hudson Kamala Lawrence

Goal 1 Writescore July 28, 2023 & Sept. 7, 2023 All ELA Teachers Amy Hagood

Goal 1 Thinking Maps Sept. 18, 2023 All Teachers & Paras Amy Hagood Amy Hagood Cheryl

Goal 1 Reading strategies across content areas Nov. 13, 2023 All Teachers & Paras

Goal 1 Vocabulary across content areas Oct. 16, 2023

All Teachers & Paras

Goal 1 Developing & Implementing Summary Tables Oct. 4, 2023 Science

Teachers/Social
 Hudson Kamala Lawrence
 Amy Hagood Cheryl Hudson Kamala Lawrence

Studies Teachers Cheryl Hudson
 Makeba Clark
 Charlotte Lester
 Annie Turman
 Lakisha Bolton
 Tammi Johnson

Goal 3 Begin implementation of ~~Leader in Me~~ Base Education for Tier 3 behavior support.

Differentiation in Action Nov. 6, 2023 All Teachers & Paras Cortney Grant

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 BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- Family Engagement

Family Engagement Plan

Date Principal will meet with the school's Parent /

Scheduled Date(s) of

Parent Engagement Activities District Requirement Deadline

Annual Title I Parent Meeting held and documents on school website, does

Required Activity/Event Person / Position Responsible Family Engagement designee to

ensure requirements are completed with fidelity

not have to be during Open House Sept. 12, 2023 She-ra Gonzalez/Dr. Clark Parent University I-Curriculum Night Sept. 12, 2023 She-ra Gonzalez/Dr. Clark/Teachers

School and District Parent & Family Engagement Plan (PFEP) sent home and on school website

School-Family Compact discussed in parent-teacher conferences (district wide)
 Sept. 30, 2023

Sept. 30, 2023
 School specific Annual Title I Meeting

She-ra Gonzalez/Dr. Clark She-ra

School-Family Compact sent home and on the school website

School specific Annual Title I Meeting

Week of/before Conferences
 October 5-7, 2023
 Week of/before Conferences
 October 5-7, 2023

Gonzalez/Dr. Clark Teachers

Parent University II (Lit Lions...Literacy is Everywhere!! January 31, 2024 Transition Meetings May

19, 2024 October 4, 2023

Building Staff Capacity (Fall and Spring)

- Family Night
- Technology (Safety & Copyright Piracy) - ELL
- Specific Events
- Literacy/Reading/Math
- Testing and Assessment (Milestones)

- Others
- Community Based
- &
- March 7, 2024
- September 12, 2023 Oct. 3, 2023 January 31, 2024
- March 19, 2024

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BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- Pulse Check Minutes

Pulse Check Minutes

45 Days Minutes

Priority #1 - Instructional Leadership - Feedback

Strategies:

Results:

Priority #2 - Planning and Assessment - Feedback

Strategies:

Results:

Priority #3 - School Climate and Culture - Feedback

Strategies:

Results:

90 Days Minutes

Priority #1 - Instructional Leadership - Feedback

Strategies:

Results:

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BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- Pulse Check Minutes

Pulse Check Minutes

Priority #2 - Planning and Assessment - Feedback

Strategies:

Results:

Priority #3 - School Climate and Culture - Feedback

Strategies:

Results:

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BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- SIP Collaborators

School Improvement Plan Contributors

The following stakeholders collaborated on this School Improvement Plan during ILT, SILT, LSGT, etc.

Print Name Member's Signature Position/Role Makeba Clark Principal

Charlotte Lester Assistant Principal Annie Turman Assistant Principal Amy Hagood Instructional Coach Cheryl Hudson Instructional Coach

Amanda Irby Connection Team Leader Kamala Lawrence Instructional Coach Tymisha Creightney Special Ed Teacher/PBIS Coach Katey Gonzalez

6th Math Content Leader/Gifted Collaborator

Cortney Grant Special Education Team Leader Chelsea Kelley 8th Grade Social Studies Content Leader/Gifted Collaborator

Flodine Kialeuka 8th Grade Math Content Leader Denisse Maddox 8th Grad ELA Teacher

Justin McCalla 7th Grade Team Leader/Social Studies Teacher Chandra Power 8th Grade ELA Teacher Lynn Potts 6th Grade ELA Content Leader

Davina Swaim Media Specialist Jason Taylor ESOL Team Leader Joan Houser MTSS Karen Rhodes 7th Grade ELA/ESOL Teacher

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BHL MIDDLE - SIP with 90-Day Actions 2023-2024--- SIP Collaborators

School Improvement Plan Contributors

