



Buford Middle School

2018-2019 School Improvement Plan

*Believe * Motivate * Succeed*



The Governor's Office of Student Achievement



Platinum Award for making Greatest Gains in Student Achievement

Georgia Title I Reward School – Highest Performing



#1 in Best Public Middle Schools in Georgia

Blue Ribbon School of Excellence – Lighthouse School



AdvancedEd Accredited

Mrs. Melanie Reed
Principal

Mr. Chad Cole
Assistant Principal

Mrs. Laura Beth Short
Assistant Principal

Georgia Department of Education

School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

District	Buford City
School Name	Buford Middle School
Team Lead	Melanie Reed

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific ***Measurable*** ***Attainable*** ***Relevant*** ***Time-bound***

An example of a SMART goal is:

By the end of the school year 2018-2019, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the 2018-2019 Comprehensive Needs Assessment School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System

CIS-1 Planning for quality instruction
CIS-2 Delivering quality instruction
CIS-3 Monitoring student progress
CIS-4 Refining the instructional system

Effective Leadership

EL-1 Creating and maintaining a climate
and culture conducive to learning
EL-2 Cultivating and distributing leadership
EL-3 Ensuring high quality instruction in
all classrooms
EL-4 Managing the district and its resources
EL-5 Driving improvement efforts

Professional Capacity

PC-1 Attracting staff
PC-2 Developing staff
PC-3 Retaining staff
PC-4 Ensuring staff collaboration

Family and Community Engagement

FCE-1 Welcoming all families and the community
FCE-2 Communicating effectively with all families
and the community
FCE-3 Supporting student success
FCE-4 Empowering families
FCE-5 Sharing leadership with families
and the community
FCE-6 Collaborating with the community

Supportive Learning Environment

SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of
supports
SLE-3 Ensuring a student learning community

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need as identified in CNA Section 3.2	Guidance for teachers in delivering quality instruction; including intervention, differentiation, and instructional strategies for and among students to improve academic achievement.
Root Cause # 1	Develop teacher knowledge and consistency in the implementation of strategies.
Goal	Buford Middle School will show a 3% increase on ELA and Science rigorous assessments while maintaining growth in Math on rigorous assessments.

Action Step # 1

Action Step	Saturday School, After School, and Summer School will be offered to students needing additional instruction in ELA, Science, and Math.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Schedules and Assessment Results
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 2

Action Step	An ELA or Math Interventionist will provide additional support to students in need through a connections class.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Benchmark, IOWA, PSAT, and Milestone Assessment Results
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 3

Action Step	Collaborate planning, including weekly curriculum meetings, will take place among all teachers to ensure continuity of lesson plans and strategies. Additionally, common formative and summative assessments will be used within each grade level subject area.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Curriculum Calendars/Minutes and Classroom Assessment Results
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 4

Action Step	Teachers will take part in colleague observations and vertical team meetings to strengthen knowledge of strategies and interventions across subject area teams.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Vertical Team Agendas/Minutes, Colleague Observations forms, and Assessment Results
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 5

Action Step	Teacher web-pages, newsletters, progress/report cards, conferences, family engagement events, and the BMS Parent Resource Center will provide information to help parents play a role in assisting with student learning.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Conference forms, sign-in sheets, surveys, and assessment results
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 6

Action Step	Students will participate in STEM and Career related activities to help them integrate knowledge across disciplines.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, schedules, and assessment results
Position/Role Responsible	Counselors/Teachers
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need as identified in CNA Section 3.2	Build professional and leadership capacity for staff.
Root Cause # 1	Increase accountability of the mentor-mentee program. Provide additional leadership opportunities for teachers.
Goal	Buford Middle School will cultivate, enhance, and distribute leadership opportunities among teachers.

Action Step # 1

Action Step	Teachers will enhance instructional leadership skills in the classroom by participating in colleague observations and attending weekly curriculum meetings.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Colleague observation forms, curriculum meeting minutes, and assessment results
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 2

Action Step	The Leadership Team will meet regularly to help guide the continuous improvement process for the school.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Leadership Team Meeting Agendas/Minutes
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 3

Action Step	All new staff will be assigned a mentor their first year.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and	Mentor/Mentee Notebooks
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 4

Action Step	Teachers will lead Parent Involvement sessions, including curriculum night and parent classes/workshops.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Agendas, sign-in sheets, and survey results.
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 5

Action Step	Teachers from each grade level team will lead the student leadership and student mentoring program.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student Leadership applications and events
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need as identified in CNA Section 3.2	Effective implementation and follow-up of professional learning.
Root Cause # 1	Continue professional learning for all teachers. Provide collaboration and reflection time as needed for teachers.
Goal	Buford Middle School teachers will participate in professional learning and will be provided follow-up and reflection opportunities within their Professional Learning Community.

Action Step # 1

Action Step	Teachers will participate in professional learning that focuses on a variety of evidence-based instructional and differentiation strategies. These best practices will be utilized in the classroom to ensure the achievement of all learners.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation and Effectiveness	Professional Learning Communities and Assessment Results
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 2

Action Step	Collaborative planning, curriculum meetings, and vertical team meetings will allow teachers to follow-up and reflect on professional learning.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Grade Level and Curriculum Team Meeting Agendas/Minutes
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 3

Action Step	Teachers will participate in colleague observations targeting differentiation, instructional strategies, and student engagement. Effective strategies observed through those observations will be shared within the Professional Learning Communities.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Colleague Observation forms and Meeting Agendas/Minutes
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 4

Action Step	Teachers will incorporate professional learning strategies on their web-pages, in newsletters, in conferences, and family engagement events to help parents play a role in assisting with student learning.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Teacher web-pages, newsletters, conference notes, and sign-in sheets
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

Action Step # 5

Action Step	Results from staff, student, and parent surveys will provide feedback to help determine professional learning offerings for teachers/staff.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Students with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Survey Results
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
---	--

SCHOOL IMPROVEMENT PLAN

3 Required Questions

1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.

We have developed our plan with the participation of various stakeholder groups, including: BMS Leadership Team (comprised of staff members), PTO Board Members, Parents attending BCSS-CLIP Meeting, Parents attending Family Engagement Nights, and School Council Members. The ways they were involved include: analyzing testing data, participating in a Title I and Family Engagement overview presentation to all stakeholders, providing feedback regarding parent involvement and Title funds, identifying research based strategies to be used by the school, taking part in surveys and giving written feedback on ways to spend the BMS funds.

Members from the groups met to conduct a needs assessment. Formative, summative, demographic, and perception data were collected and examined to identify school-wide issues and student academic needs. This data was utilized to determine goals, to develop a plan, and to determine how to best allocate funds and resources in order to improve student achievement and meet academic state standards.

2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

All BMS teachers are instructing within their certified content area. No teachers hold a provisional certification or teach out of field. We do not have any teachers currently on a Professional Learning Plan and no teachers received an unsatisfactory annual evaluation within the last several years. BMS will implement the following strategies for meeting the educational needs of historically under-served populations: additional instructional time with transportation provided (after school, summer school, Saturday school, flex time and connections time), hands-on materials, differentiation of instruction, additional teacher training, and additional colleague planning time.

The needs of each identified child will be addressed through the Response to Intervention (RTI) team, along with teacher discussions regarding at-risk students (Kid-Talks). Students with special needs (EL, disabled, migratory, homeless or immigrant children, neglected or delinquent youth, and at-risk youth) will be provided all Title services for which they qualify.

3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).

Students who experience difficulty mastering the curriculum, as defined by the state, or advanced levels of academic achievement standards will be identified through informal observations, formative and summative assessments including quizzes and benchmark tests, and teacher discussion during Kid Talks with the administrator and counselor. Academic assessments that will be used to determine success of the students and the programs in place may include, but are not limited to: Georgia Milestones, IOWA (Grades 3-7), CogAT (Grades 3 and 5), PSAT 8/9 (Grade 8), Diagnostic Achievement Battery (DAB-2) SPED, iReady Reading and Math, IXL, motivational and creativity assessments. EL students will be assessed as determined by state guidelines, which currently require administration of the ACCESS.

Educational assistance will be provided to students assessed as needing help in meeting academic achievement standards in ELA, Math, and Science through programs such as: Title One Interventionists, After School Program, Flex Time (during the school day), Saturday School, and Summer School programs. Additional enrichment and remediation activities are provided during EL, Special Education, RTI, before school tutoring, after-school, additional academic support, and summer school. Special areas classes devoted to technology support the instruction received in the regular classroom. The use of iReady Reading and Math, IXL (Reading and Math), Saxon Math, fluency practice, and Kahn Academy activities will be used to assist struggling students. These activities assist in assuring quality supplemental instruction, materials, and devices for additional academic support. These programs will work to close the achievement gap between low-income, Black and Hispanic minority groups, Students With Disabilities (SWD), English Learners (EL), and other students by providing additional and small group instruction.

In order to meet achievement objectives, federal funds combined with local and state monies provide resources and assistance, such as additional teachers, paraprofessionals, instructional materials, technology, and funding toward professional development. Once a list of priorities has been established and appropriate audiences identified, funding for each project will be earmarked following specific guidelines for expenditure of federal, state, and local budgets. Plans will then be made to train and implement the professional development activities in a continuous, evaluative, and ongoing manner to address needs in the identified core academic subjects.

<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs.</p> <p>Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>BMS is not a Title I targeted assistance school.</p>
---	---

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Buford Elementary School addresses transitions to the elementary school in the following ways:</p> <ol style="list-style-type: none"> 1) Buford Elementary has a positive working relationship with Buford Head Start and other area Pre-K programs. Articulation meetings between Buford Elementary and the area Pre-K programs are held several times each school year. 2) A 4 week Pre-K Summer School initiative is currently in place to better prepare students for the transition to Kindergarten. All new Kindergarten students are screened during Spring registrations. Any student scoring below the fortieth percentile is given a bag of learning tools (scissors, crayons, letter strips, etc.). The parents of these students are conferenced with (in their native language) in how to use the tools with their child(ren). An invitation to attend a parent workshop on how to help your child succeed in Kindergarten is also given, along with an invitation for their child to attend Summer School. Parents who attend the workshop are given strategies and tools, including a Leapfrog device. 3) A new parent meeting is held at the beginning of each school year to help parents with transitioning into elementary school from Pre-K.
--	--

6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
Coordination with institutions of higher education, employers, and local partners;
and
Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills

Teachers address the transition from eighth to ninth grade in the following ways: counselors being in October working with students to complete an Individualized Graduation Plan for high school. Career Tech teachers, along with teachers of the arts, talk specifically in classes about pathways provided at the high school, teachers review graduation requirements and topics such as calculating GPA, articulation takes place between eighth and ninth grade teachers regarding course needs for individual students, the high school offers a parent orientation night, a registration night, and a summer session for rising ninth graders, rising ninth graders are invite to attend a Fresh Start summer session to help with the transition to high school, and Transition Service Plans are developed for special education students and articulation meetings are held with high school teachers.

Articulation between all grade levels helps students transition from one level to the next. Face to face meetings are conducted to provide articulation before the beginning of the year. Open House gives parents and students the opportunity to tour the building and meet teachers for the new year. Curriculum Night, at the beginning of the year, helps students and parents understand information for the transition from one grade level to another. Sixth grade teachers host a summer session for rising 6th graders to help with the transition to middle school.

New students entering during the school year receive a packet of information which includes school discipline information, the School-Parent Compact, access to the Family Engagement Plan, dress code information, and bus information. The registrar and counselor meet with students to welcome them to the school, review records, and create a schedule. A peer helper assists new students in acclimating to the school floor plan and school procedures. Students are given information concerning accessing materials and being involved with technology at the school.

Students who are at risk of not meeting the state student achievement standards will have access to the following programs at BMS: a variety of opportunities will be provided to allow students to experience cultural awareness and respectful citizenship awareness. This includes cultural assemblies to expose students to the arts and their connections to curriculum as well as How Wolves Rise Up advisement lessons in small groups. The How Wolves Rise Up advisement sessions includes lessons to increase awareness of the effects of Bullying. Additionally, classroom guidance lessons will be provided by the counselor and teachers regarding respectful behavior, all students will participate in Career Day activities to create an awareness of job possibilities after graduation, students may work in the "Idea Factory," located in the media center, to create or expand learning through technology, and students are eligible to take a connections course called Consumer Math where financial literacy will be taught to promote understanding and success in personal budgeting.

7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

First and foremost, Buford Middle School staff members have a mindset that if staff members work with parents as equal partners in the educational process, student behavior and academic achievement will be positively impacted. Therefore, Professional Learning is offered for all staff to educate them on the importance of effective teacher/parent communication. Teachers are provided strategies for working with parents and given an orientation of the Parent Resource Center so they can encourage parents to use what is available. Our system social worker works with the faculty to become partners with parents. Our counselors send advice for focusing on building ties between the school and home. Home visits also take place as needed.

Students participate in How Wolves Rise Up advisement sessions, which include lessons devoted to developing mindsets for successful behavior. The How Wolves Rise Up advisement sessions also includes lessons to increase awareness of the effects of Bullying. Additionally, classroom guidance lessons will be provided by the counselor and teachers regarding cultural awareness, citizenship traits, and respectful behavior.

Furthermore, administrators and teachers have developed grade-level discipline procedures to help keep students in class. All teachers within a grade level follow the same plan so there is consistency for students. Parent/teacher conferences, home visits, silent lunch, and after school detention are some of the discipline interventions used to prevent students from missing instructional time.

In extreme cases, In-School-Suspension is used.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan