



Buford Middle School

2018-2019 School Profile

*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

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Introduction

Buford Middle School Executive Summary

Buford Middle School is located 35 miles northeast of metropolitan Atlanta in the city of Buford, Georgia. Buford became an independent school system in 1912 and has since been associated with academic excellence. Community and school pride are ongoing traditions. Buford's residents have a sense of ownership in the local schools. This is evidenced through the modern, state-of-the-art facilities, as well as community participation in extracurricular school events and organizations. Visionary city leaders provide continued support and maintenance of the local schools by generously allocating 100% of the City of Buford's property taxes for educational purposes. The collective pride of community leaders, business owners, residents, educators, parents, and students, enables Buford to maintain its small school charm while setting high educational precedents and standards.

“Believe, Motivate, Succeed” is the mission of **Buford Middle School**. The primary focus of this mission is to serve all students and to have high expectations of the students, families, and staff members. We believe in every student and will motivate each one to be successful. This occurs by providing a differentiated curriculum that is designed to ensure that each child gains the knowledge, values, and skills necessary to become globally competitive, innovative problem solvers, responsible individuals, and productive citizens. This effort is not limited to our staff. We also enjoy the support and involvement of a unique and enthusiastic community. Buford students benefit from the better of two worlds. Our students have the advantages offered by a thriving metropolitan area, with all of its cultural and economic benefits, but also have the advantages that result from living in a small town in which strong community values are preserved.

Wonderful community support and Board of Education planning allows us to keep the student-teacher ratio at or below the state mandated requirement and keeps us from needing mobile classrooms. A warm, inviting atmosphere is quite apparent upon entering the school. Friendly faces, warm smiles, and a positive energy can be seen and felt every day at Buford Middle School. Student and employee successes are celebrated through displays featuring student writing and artwork, student projects, and student/employee recognitions. Other student recognitions, such as attendance awards, academic milestones and behavior successes occur through announcements. Teachers also reward students in individual classrooms.

Buford Middle School has been the recipient of many prestigious honors and awards. Buford Middle has been **SACS/Advanced accredited** since 1979. This accomplishment came at a time when very few Georgia middle schools were accredited. The 2019 Niche Report has ranked Buford Middle School #1 on the “Best Public Middle Schools in Georgia” report among 531 schools. It also ranked Buford Middle School #1 on the “Middle Schools with the Best Teachers in Georgia” among 520 schools. The current overall Niche Grade for Buford Middle School is an A+. Buford Middle is also recognized as a **Highest Performing Georgia Title 1 Reward School**, and the Georgia’s State Governor’s Office of Student Achievement awarded Buford Middle School a **Platinum Award** for making the greatest gains in student achievement. Furthermore, Buford Middle School recently received a **Blue Ribbon School of Excellence Lighthouse Award**.

In addition to the many honors and awards Buford Middle has received, Buford Middle’s latest **College and Career Ready Performance Index (CCRPI) score is a 94**. CCRPI is the measure for accountability in the State of Georgia. This score is among the top in the state, with the state average for middle schools being 73.8. Additionally, each school in the state receives a 1-5 star School Climate Rating, with five stars representing an excellent school climate. Buford Middle School’s current **School Climate Rating is five stars**.

The enrollment at Buford Middle School is approximately 1,165 students comprised of grades six through eight. The students come from culturally and economically diverse backgrounds. Caucasian students make up the majority of students at BMS, with 52% of our students identifying themselves as white, non-Hispanic. The Hispanic population is the largest minority group, representing 28% of our student population. The African American demographic group has decreased over the past several years with only 10% representing our student body. The remaining 10% of our population does not fit into one of these categories and are therefore represented as Multi-Racial, Asian/Pacific Islander, or Other.

Free- and reduced-lunch students comprise approximately 38% of the school population, thus qualifying Buford Middle School as a Title I school. Our faculty and staff take pride in rising to the daily challenge of meeting the needs of each and every individual student. We recognize the unique needs of children in the middle grades, and therefore strive to provide a challenging environment in which our students reach their highest potential.

Buford Middle School uses a variety of assessments, including quarterly benchmark assessments, in determining the needs of all students. These assessments are ongoing, and are formative as well as summative. Nationally–normed assessments, such as the PSAT and IOWA, along with the Georgia Milestones state standards assessment, are also used in determining individual student strengths and weaknesses. These individual student results are evaluated and discussed during team data discussions, Response to Intervention (RTI) meetings, and teacher conferences in order to meet the needs of each student.

Our students follow a seven-period day, with a 300-minute academic block comprised of four 70 minute periods, a 70-minute Connections block comprised of two periods, and a 25 minute Flex Group instructional period designed to meet the needs of each student. Students are grouped during the Flex period and work to improve reading Lexile levels. Teachers use the small group time to address standards and skills that have been identified as deficits. In other cases, enrichment opportunities related to music, art, business, technology, and student leadership are offered during Flex.

The core of student achievement lies in the highly effective teaching among our staff, along with the instructional programs available at Buford Middle. The curriculum resources consist of such highly successful programs as McDougal/Little Literature Series, and Holt McDougal Math. Specific areas of academic concern, along with the development of RTI, resulted in the implementation of many innovative programs including, but not limited to: iReady for Math and/or Reading, IXL for Math and/or Language Arts, Saxon Math, and Khan Academy.

In addition to the implementation of these instructional programs, students are provided with opportunities for additional help through extra paraprofessional support within the co-taught classrooms, Overtime Sessions (the after school program), Saturday School, Summer School, EL (English Learners) classes, and additional instruction in math and/or language arts during Connections classes. These instructional settings meet the academic concerns of our students needing remediation through a smaller, more intense learning environment. Also, mimeo boards, mobile I-Pad and Chromebook carts in classrooms, and other technological programs allow students to receive additional support through researched-based programs. Students with special needs are also highly engaged in the instructional programs at Buford Middle through co-teaching, inclusion and resource educational settings. Students needing more academic challenges are served in advanced content and/or gifted cluster classes.

Other accomplishments or improvements facilitating our students' academic growth include a more intense focus on data-driven instruction, greater collaboration between regular education and special education teachers (as evidenced by our growing number of co-teaching classroom settings), and the increasing focus on providing greater challenges for our gifted and high achieving students. Additionally, teachers receive continuous professional learning in best practices for EL and struggling learners. We recognize that one of the more important and imminent challenges lies in developing effective programs for speakers of other languages as they mainstream into regular education programs at Buford Middle School.

In addition to teacher training, we also have adopted a grade-level-as-team approach to organization. Because we are relatively small, we have the luxury of making the entire grade level a "team," thus making every child's success a focus for each grade-level teacher. In addition, the single team at each grade level allows for greater efficacy in discipline, as evidenced by each team's comprehensive, consistent discipline plan. This plan meshes with the school plan for seamless accountability for students. Furthermore, the "How Wolves Rise Up" program is one designed and delivered to help eliminate bullying. Students, parents, and staff meet regularly to determine needs and to develop guidelines for teaching anti-bullying instruction. All students receive this instruction on a regular basis. Our belief that all students in the school should have at least one adult on whom they can call if an academic, social, or emotional challenge should arise.

In addition to the instructional endeavors pursued during and after hours, Buford Middle School students also have opportunities to participate in extracurricular activities ranging from various clubs and fine arts activities to different athletics/team sporting opportunities. We believe that an important part of "nurturing the whole child" is encouraging his or her expression and fulfillment of academic, artistic, athletic, and social interests and needs.

Collaborative planning among all teachers ensures a positive, student-focused learning environment. This is accomplished through grade level meetings, vertical team meetings, professional learning communities, flexible grouping among students, the use of essential questions, and teaching through research-based best practices. Not only will you see teachers teaching students, you will see support personnel, community leaders, office personnel, custodians, cafeteria staff, and other students always willing to lend a helping hand. Everyone involved feels such a sense of satisfaction.

Key expectations of our staff are reviewed continually in order to maintain an academic focus. Staff pride and loyalty is evidenced by the low percentage of teachers who leave the school system, as well as the desire for self-improvement through the earning of advanced degrees and continuing education. For example, the system works with a local college to provide cohort programs so that teachers can work together in earning their Master's and/or Specialist's degree. The classes are offered to accommodate teachers' schedules. Additionally, teachers are provided an opportunity to complete coursework to receive an EL and/or Gifted Endorsement at the expense of Buford City Schools. Another incentive to attain staff members includes The Buford City Childcare Center. This center, housed at Buford Elementary, provides the employees in our system with a state-of-the-art day care center for their children. From the age of six weeks to Pre-K, children are provided a nurturing educational environment. Parents and grandparents can visit at any time through a virtual camera and Internet site.

Parents are also encouraged to take advantage of different opportunities. English "Yes I Can" classes are offered system-wide to Spanish-speaking parents wishing to learn English. Parent Engagement nights/workshops, parenting tip brochures, and numerous PTO activities allow parents to learn more about ways they can help themselves and their children. Several opportunities are also available for any parent wishing to help within the school. We have a very productive Parent Teacher Organization (PTO). Volunteers are utilized in various ways, including the PTO "Very Important Parent" program. The VIP program enlists parent volunteers on a regular basis to help with a wide variety of tasks. We have parents at each grade-level who regularly participate.

At Buford Middle School, we recognize the unique needs of children in the middle grades, and therefore strive to provide a challenging environment in which our students reach their highest potential. The perfect combination of high expectations, a caring environment that involves all stakeholders, and students learning the value of effort and persistence, results in our students transforming into globally competitive critical thinkers, innovative problem solvers, responsible solvers, responsible individuals, and productive citizens ready to use their unique skills and talents throughout their life.

Section I: Leadership Capacity Buford City Schools

Vision: **Buford City School System:**
Building
Community;
Serving
Students



Mission:

The purpose of Buford City Schools is to empower all students to become globally competitive critical thinkers, innovative problem solvers, responsible individuals, and productive citizens.

Core Values:

The mission of the Buford City School System will be accomplished through a commitment to live and work by the following core values that capture the beliefs of the system:

Excellence: The standard to which we aspire in all aspects of our work.

Character: The foundational integrity of our system.

Community: The cohesive force that drives our school system.

Tradition: The ongoing vision, rich history, and culture that fuels our mission.

Leadership: The structure that creates a focused, student-centered climate with rigorous expectations.

Accountability: The expectation that continuous improvement will guide students and staff members to produce excellence in academics, arts, and athletics.

Communication: The mechanism by which all stakeholders to share ideas, concerns, and suggestions.

Security: The conditions that make our schools safe for students to learn and staff members to work.

Section I: Leadership Capacity Buford City Schools

Key Performance Goals:

All students will:

- Exceed expectations in the classroom, on the field, and on the stage.
- Graduate from high school equipped with skills to compete globally.
- Be taught by professionally qualified, passionate teachers who demonstrate life-long learning by holding advanced degrees, multiple certifications, and endorsements.
- Be provided excellent facilities and a rich, academic environment that is safe and conducive to learning.

Buford Middle School

Mission Statement:

Believe * *Motivate* * *Succeed*

Section I: Leadership Capacity
Buford Middle School Governance and Leadership Stakeholder Groups

Administration

Melanie Reed -
Principal

Chad Cole -
Assistant Principal

Laura Beth Short -
Assistant Principal

School Council

Melanie Reed - Principal
Lisa Winter - BMS School Counselor
Jackie Corley - BMS Staff/Teacher of the Year
Ashley Curington - Business Representative
Mark Anthony - Business Representative
David Johnson – Business/Parent Representative
Mary Brody – Chairperson & Parent Representative
Christi Gowen - Parent Representative
Donna Cline - Parent Representative
Theresa Williamson – Parent Representative

**Superintendent's Advisory
Committee**

Lisa Castleman
Heidi Waller
Brenda Ingram

PTO (Parent/Teacher Organization) Board

Sara Bare - President
Brandy Bailey - Vice-President
Dana Irwin - Treasurer
Theresa Williamson - Secretary
Charlie Whitmire & Robin Kerr - Hospitality
Kristen Rodriguez - Fundraisers
Rachel Norris – Spirit Wear
Jennifer Rogers - Teacher Representative

Leadership Team

Melanie Reed - Principal
Chad Cole - Asst. Principal
Laura Beth Short - Asst. Principal
Kathy Childers - Counselor
Lisa Winter - Counselor
Susan Nabors - Media Specialist
Lindsey Dodrill - 6th Grade
Jill Anderson - 7th Grade
Katie Duncan - 8th Grade
Lori Petroni - Special Education
Amy Perkins - Connections
Kecia Wilson - Office Staff
Brandon Manders - Athletic Director

Section I: Leadership Capacity Stakeholder/Family Engagement Activities 2018-2019

Dates TBD	PTO Board Meetings
Ongoing	“Parents as Partners” Flyers distributed in the office and in monthly newsletters
July 19	Title I Parent Meeting
July 26	BMS 101 Parent Meeting “How to help students make the transition to Middle School
July 31	Open House – “How to help my student with Reading”
August 13	EL Parent Night – “How to Access and use Power School & GA LDS to help my student succeed in school”
August 16	Family Engagement & Curriculum Night – “How to Access and use Power School & GA LDS to help my student succeed in school”
August 31	PTO Color Run
September 6	School Council Meeting
October 11	Band Concert
October 12	Parent Conferences – “How to help students succeed in Mathematics, Language Arts, Science, & Social Studies”
October 25	Chorus Concert
November 1	School Council Meeting
November 6	PTO Meeting – “Approve new by-laws”
November 29	Buford City School System Holiday Concert
February 5	PTO Board and School Council Elections / Family Engagement & Connections Night - “Digital Citizenship”
February 7	School Council Meeting
March 21-22	Parent Conferences – “How to help students succeed in Mathematics, Language Arts, Science, & Social Studies”
March 26 & March 28	Chorus Productions
May 6	Rising 6th Parent Night “How to help students make the transition to Middle School”
May 7	Band Concert
May 9	School Council Meeting
May 13	Buford City School System EL Parent Night
May 21	Field Day
May 21	State of the District Meeting
May 23-24	Grade Level Awards “How to help my student continue learning over the summer”

**Section I: Leadership Capacity
School Level Meeting Dates 2018-2019**

**Curriculum
Professional
Learning
Communities**

Thursdays and any
Wednesday there is not a
Grade Level Meeting

Grade Level Meetings

6th: 8:55

7th: 1:40

8th: 7:40

Connections: 10:00

August 8, 15

September 5, 19

October 3 (Testing)

November 7

December 5

January 16

February 6

March 6, 20

April 10 (Testing)

April 17 (Testing)

May 8

**Faculty Meetings—
3:00**

July 30 @ 7:30

August 28

September 25

October 5

November 13

December 11

January 29

February 26

March 26

April 23

**Standardized Testing
Meetings**

October 3

April 10 & 17

**Colleague
Observation Months**

September

November

January

**Leadership
Meetings—3:00**

August 21

September 11

October 23

November 27

January 7 @ 8:00

February 18 @ 8:00

March 12

May 14

Para Meetings—1:00

August 27

September 10

November 5

January 14

February 11

March 11

April 15

May 13

**Early Release/Parent
Conferences**

October 12

March 21, 22

School Council—7:30

September 6

November 1

February 7

May 9

Parent Meetings

August 13—EL

Curriculum Parent Night

August 16—Curriculum

& Title 1 Parent Night

February 5—Title &

Connections Family

Engagement Night

May 6—Rising 6th Grade

Parent Night

March 13—EL Parent

Night

**Advisement—How
Wolves Rise Up**

August 27

September 10, 24

October 1, 22

November 5, 26

December 10

January 14, 28

February 11, 25

March 11, 25

April 15

May 13

NOTE: Check the BMS Google calendar on the website for changes during the school year.

Section II: Learning Capacity 2018-2019 Grade Level Schedules

6th Grade

7:30-8:45	1 st
8:50-10:05	2 nd (Connections)
8:50-9:25	Connections A
9:25-10:05	Connections B
10:10-11:15	3 rd
11:20-1:00	4 th (Lunch)
11:54-12:57	Lunch
1:-05-1:30	Flex
1:35-2:50	5 th

7th Grade

7:30-8:45	1 st
8:50-10:00	2 nd
10:05-11:50	3 rd (Lunch)
10:45-11:48	Lunch
11:55-1:00	4 th
1:05-1:30	Flex
1:35-2:50	5 th (Connections)
1:35-2:10	Connections A
2:10-2:50	Connections B

8th Grade

7:30-7:33	Homeroom
7:35-8:45	1 st (Connections)
7:35-8:10	Connections A
8:10-8:45	Connections B
8:50-10:00	2 nd
10:05-11:15	3 rd
11:20-1:00	4 th (Lunch)
11:21-12:21	Lunch
1:05-1:30	Flex
1:35-2:50	5 th

Connections Schedules

7:35-8:10	8A
8:10-8:45	8B
8:50-9:25	6A
9:25-10:05	6B
10:05-1:00	Planning/Grade Level Assignments
1:05-1:30	Flex
1:35-2:10	7A
2:10-2:50	7B

Section II: Learning Capacity Assessments

State Assessments

- Georgia Milestones EOG (End of Grade)
 - 6th and 7th grade will take ELA and Math
 - 8th grade will take ELA and Math, Science, and Social Studies
- Georgia Milestones EOC (End Of Course) given to 8th grade math advanced content students
- ACCESS (Assessing Comprehension and Communication in English State to State) – English language proficiency assessment given to English Language Learners

Nationally-Normed Assessments

- PSAT (Preliminary Scholastic Aptitude Test) – given to all 8th graders
- Iowa Assessment given to 7th graders in the areas of Reading, Language Arts & Math
- NAEP (National Assessment of Educational Progress) – given upon request by the National Center for Educational Statistics

Benchmark Assessments

- Benchmark Assessments are given in all subject areas on a quarterly basis

Other Local Assessments

- Weekly and End of Unit Assessments are given on an on-going basis in all subject areas

*Please refer to the BMS website calendar or weekly newsletters for assessment dates.

Section II: Learning Capacity

List of Activities/Recognitions 2018-2019

Student Recognitions

- Monthly Attendance Prizes
- Yearly Perfect Attendance Prizes
- Recognition announcements on WIN (Wolf Information Network)
- May 23, 2019 9:15 a.m. 6th Grade Awards Ceremony
- May 23, 2019 10:30 a.m. 7th Grade Awards Ceremony
- May 24, 2019 9:15 a.m. 8th Grade Awards Ceremony

Assemblies

- August 17, 2018 BMS Color Run Pep-Rally
- September 28, 2018 Homecoming Pep-Rally
- March 21, 2019 Career Day

School Events (those other than PTO planned events)

- July 19, 2018 4:00 - 7:30 p.m. Parent Engagement Open Lab
- July 19, 2018 6:30 p.m. Annual Title I Meeting
- July 26, 2018 9:00 - 12:00 a.m. BMS 101 for 6th graders
- July 31, 2018 4:00 - 7:00 p.m. Open House
- August 13, 2018 6:00 p.m. EL Curriculum & Parent Engagement Night
- August 31, 2018 6:30 p.m. EL Family Engagement Night
- October 11, 2018 7:00 p.m. Band Concert
- October 22, 2018 Red Ribbon Week Recognition
- October 25, 2018 7:00 p.m. Chorus Concert
- November 15, 2018 7:00 p.m. Miss BMS Pageant
- November 16, 2018 6th Grade Barn Dance
- November 28, 2018 Stuff the Bus Toy Drive
- November 29, 2018 7:00 p.m. Community Holiday Chorus Concert
- February 5, 2019 5:30 p.m. Connections & Parent Engagement Night
- March 21, 2019 Career Day
- March 26 & 28, 2019 7:00 p.m. Spring Chorus Musical
- May 6, 2019 6:00 p.m. Rising 6th Grade Parent Night
- May 7, 2019 7:00 p.m. Band Concert
- May 13, 2019 6:30 p.m. EL Family Engagement Night
- May 21, 2019 Field Day
- May 21, 2019 2:00 p.m. State of the District Meeting – Central Office
- May 24, 2019 6th Grade Caribbean Day

*Field Trips

- October 9-10, 2018 7th Grade to Aurora Theatre
- November 12, 2018 8th Grade to Cobb Energy Center
- May 3-5, 2019 8th Grade to Savannah
- May 7-9, 2019 7th Grade Math Finance Students to Junior Achievement Center – Finance Park
- May 16, 17 & 20, 2019 6th Grade to Dahlenega
- May 16, 17 & 20, 2019 6th Grade to Junior Achievement Center – BizTown
- May 16, 2019 7th Grade to Atlanta Zoo
- May 22, 2019 8th Grade Buford History Tour

*A group of BMS Special Education students will also take part in The Special Olympics and Community-Based field trips. Dates and times are TBD.

*A group of BMS EL (English Learner) students will also take part in the Latin American Association Leadership Conference. Date and time TBD.

Section II: Learning Capacity

Learning Support Services/Instructional Resources

6th Grade

Language Arts

- McDougal/Littel – *Language of Literature*
- EMC Publishing - *Mirrors and Windows*
- McDougal Littel - Language Network Grammar Books
- Interactive Readers

Math

- Holt McDougal textbooks & individual Math workbooks

Science

- Reading Essentials
- Glencoe – *GA Science Grade 6*
- Old Earth textbook
- Coach Book
- USA Test Prep

Social Studies

- Test Prep
- Gallopade workbook
- That Quiz
- Quizlet

7th Grade

Language Arts

- McDougal/Littel – *Language of Literature*
- EMC Publishing - *Mirrors and Windows*
- McDougal Littel - Language Network
- Interactive Readers
- Membean

Math

- Holt McDougal textbooks & individual Math workbooks
- Schoology.com
- Coach Book
- Buzzmath.com

Science

- Glencoe – *GA Science Grade 7*
- USA Test Prep
- Getting Nerdy Resources
- Teacher created units

Social Studies

- Clairmont Press – *Reading Assessments for World Studies Grade 7*
- Teacher created units

8th Grade

Language Arts

- McDougal/Littel – *Language of Literature*
- EMC Publishing - *Mirrors and Windows*
- McDougal Littel - Language Network Grammar Books
- Curriculum Associates, LLC – *Spotlight: Revising and Editing*
- *Ready* – Reading Instruction
- Coach Book
- Interactive Readers
- Wordly Wise

Math

- Holt McDougal textbooks & individual math workbooks
- Holt McDougal textbooks & individual math workbooks – Georgia Accelerate Coordinate Algebra/Analytic Geometry

Science

- Pearson/Prentice Hall – *Science Explorer, Physical Science*
- Guided Reading & Study Workbook
- USA Test Prep

Social Studies

- Clairmont Press – Georgia Test Prep Book

Connections

Health

- Teen Health – Course 1, 2 & 3

Engineering & Technology

- Westpoint Bridge Designer
- Autodesk 1230

Family & Consumer Science

- Goodheart-Wilcox - *Preparing for Life & Career*

Band

- Garage Band
- Sibelus Music Writing Software

Additional Resources - all grade levels

- IXL – LA & Math
- BrainPop – LA, Math, Science, & Social Studies
- Flocabulary

Section II: Learning Capacity

Learning Support Services/BMS RTI Interventions & Responsibilities

Tier I – minimum 15 min/day, 3x week for 4 weeks

Teachers use Best Practices and one of the following

Preferential Seating
Agenda (Daily & Weekly Checks)
Parent Contact / Communication
Graphic Organizers
Collaborative Pairs
Peer Helper
Before School Tutoring, Saturday School, and/or Overtime
Reduce distractors
Vocabulary/Fact Flash Cards
Differentiated Instruction (including student choice in assignment)
Varied Instructional Style to meet Learning Style (kinesthetic, auditory, visual)
Integrated Arts Strategies (song, poem, chant, movement, art, dance, etc.)
Instructional Aids (multiplication table, copy of power point, calculator)
Textbook Supplemental Material

Classworks
Manipulatives
Modeling
Prompting
Chunking Information
Brief Individual Assistance
Restating Instruction
Books on tape
Highlighted text
Other(s) _____

Classroom Teacher

Monitors &
Implements
Interventions in class

Classroom Teacher

*collects a few samples of
student work over 4-8 weeks
documenting weaknesses on
Green Form*

Tier II – minimum 15 – 30 min/day, 5x week for 6 weeks

Teachers use one of the following and should be different from what was used in Tier I

Connections and/or FLEX Intervention
iReady for Math or Reading (online)
iReady for Math or Reading (workbook)
IXL for Math or Language Arts
Brain Pop
Saxon Math
SRA Reading Laboratory
Bridges to Literature
Khan Academy
Textbook Supplemental Material

****Connections Intervention Teacher ****
Monitors & Documents Interventions

****Classroom Teacher****
*collects a few samples of student
work over 6 weeks documenting
weaknesses on Green Form*

Tier III – minimum 30 – 40 min/day, 5x week for 12 weeks

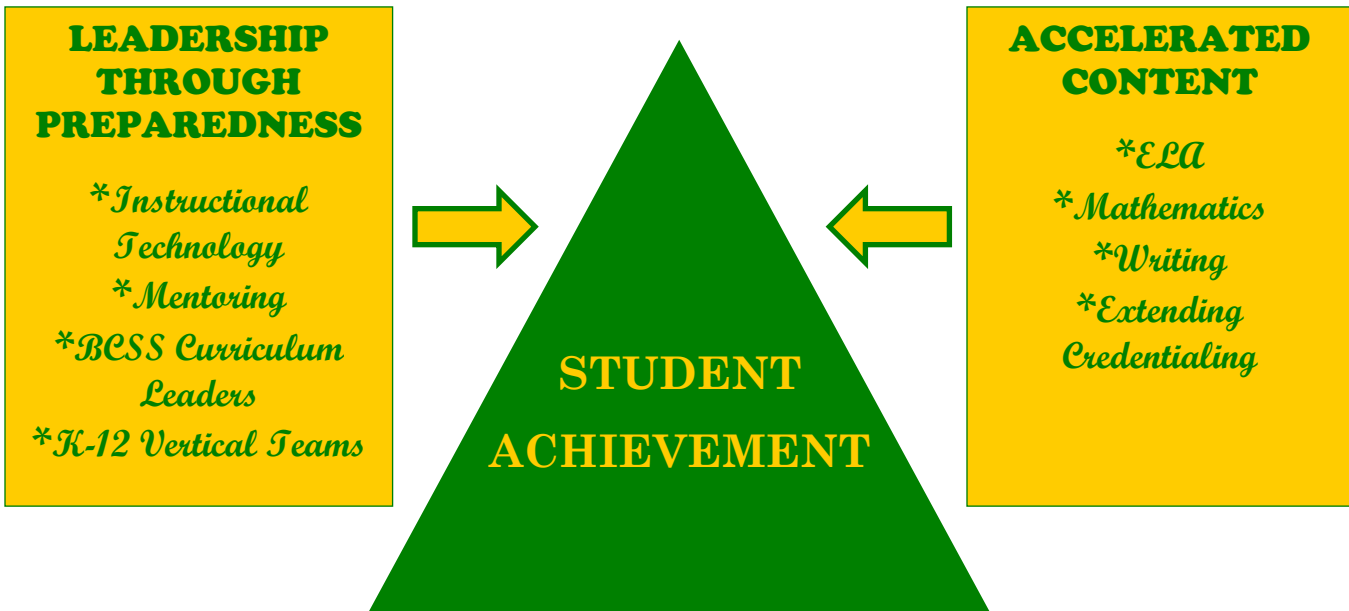
Teachers use one of the following and must be different from what was used in Tiers I & II

Connections and/or FLEX Intervention
iReady for Math or Reading (online)
iReady for Math or Reading (workbook)
IXL for Math or Language Arts
Brain Pop
Saxon Math
SRA Reading Laboratory
Bridges to Literature
Khan Academy
Textbook Supplemental Material

*****FLEX Intervention Teacher*****
Monitors & Documents Interventions

*****Classroom Teacher** ***
*collects a few samples of student work
over 12 weeks documenting
weaknesses on Green Form*

**Section II: Learning Capacity
2018-2019 Professional Learning Plan**



Professional Learning

Professional Learning Meetings will be held as needed throughout the year. All Professional Learning Meetings will be based using the Comprehensive Needs Assessment results from the 17-18 school year. Professional development will also be given on all new programs.

Professional Learning Dates

July 27, 2018	7:30 - 3:30
August 31, 2018	11:00 - 3:00
October 5, 2018	7:30 - 3:30
January 7, 2019	7:30 - 3:30
January 8, 2019	7:30 - 3:30
February 18, 2019	7:30 - 3:30
February 19, 2019	7:30 - 3:30
March 18, 2019	7:30 - 3:30

Professional Learning Communities

(weekly subject area, by grade level, curriculum development)

Math, Language Arts, Science, and Social Studies – Thursdays*

* additional PLC meetings will occur on any Wednesday there is not a Grade Level Meeting

**Section II: Learning Capacity
Assessment Data (and comparisons)
Analysis and Results of 2017-2018 School Improvement Plan**

**2017 & 2018 Georgia Milestones Results for
Grades 6, 7, and 8**

These scores show the percentage of students who achieved at the level of Proficient or Distinguished as compared to the State average.

	ELA				MATH				SCIENCE				SOCIAL STUDIES			
	BMS		STATE		BMS		STATE		BMS		STATE		BMS		STATE	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
6	61	65	40	39	78	75	38	38	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	54	63	37	38	71	77	42	43	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	66	67	42	43	71	73	34	34	69	69	29	30	67	67	39	41

BMS Current & Historical Ga Milestones EOG Proficiency Data				
Proficient (Level 3) and Distinguished Learners (Level 4)				
	2015	2016	2017	2018
6 th Grade ELA	55%	59%	61%	65%
6 th Grade Mathematics	73%	74%	78%	75%
7 th Grade ELA	50%	55%	54%	63%
7 th Grade Mathematics	63%	72%	71%	77%
8 th Grade ELA	57%	59%	66%	67%
8 th Grade Mathematics	64%	62%	71%	73%
8 th Grade Science	50%	59%	69%	69%
8 th Grade Social Studies	52%	62%	67%	67%

Goal: BMS will show a 3% increase on ELA and Science rigorous assessments while maintaining growth in Math on rigorous assessments.

Additionally, all students at BMS will score as a Proficient Learner (Level 3) or Distinguished Learner (Level 4) in the knowledge and skills necessary at their grade level/course of learning on the Georgia Milestones EOG or EOC Assessment. We strive for an increase in students achieving at the Distinguished Learner category in all areas. Methods for achieving this goal include, but are not limited to, vertical teams, flex classes, frequent parent contacts, collaborative planning, writing across the curriculum, differentiated instruction, benchmark testing, increasing the number of students in advanced content courses, constant data review, and using various forms of technology.

**Section II: Learning Capacity
Assessment Data (and comparisons)**

Iowa Test of Basic Skills Results

The Iowa Assessments measure a student’s progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test is administered in grades 6 and 7 at Buford Middle School. Results from the fall administration help identify students’ areas of academic strength as well as areas that need improvement. Teachers use the fall results to inform instruction and monitor growth. The BMS student average percentile rank over the last four years is listed in the chart below. Fifty percent is the average national percentile rank (NPR). For example, a Core Composite NPR of 57 indicates that, on average, a student scored as well as or better than 57% of U.S. students on the test.

GRADE LEVEL	READING TOTAL				LANGUAGE TOTAL				MATH TOTAL				CORE			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
6	52	50	52	53	53	61	56	60	59	58	64	63	55	55	59	58
7	55	55	54	64	52	59	59	66	64	71	70	77	56	64	63	71

Section II: Learning Capacity CCRPI Score/School Climate Rating

Georgia’s Performance Index as Measure of Progress

The College and Career Ready Performance Index (CCRPI) is Georgia’s annual tool for measuring how well its schools, districts, and the state itself are preparing students for the next educational level. It provides a comprehensive roadmap to help educators, parents, and community members promote college and career readiness for all students.

The CCRPI includes five main components: Achievement, Progress, Closing Gaps, Readiness, and Graduation Rate (high school only). These components, encompassing multiple indicators, are combined for a total CCRPI score on a scale of 0 to 100. The current CCRPI score is actually a reflection of the 2016-2017 school year. Buford Middle School’s rating indicates strong growth and achievement. The current BMS CCRPI score is 94, which is among the top scores in the state. The state CCRPI average for middle schools is 73.8.

Additionally, schools receive a School Climate Rating using data from student, parent, and school personnel surveys, along with student discipline, and attendance records for students and school personnel. Each school receives a 1-5 star rating, with five stars representing an excellent school climate, and one star representing a school climate most in need of improvement. Buford Middle School’s current School Climate Rating is five stars. For additional information regarding the CCRPI report or School Climate Rating, go to: ccrpi.gadoe.org.

CCRPI Score					
94					
Sum of Achievement, Progress, Achievement Gap, and Challenge Points					
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points	
42	40	8.3	3.2	.5	★★★★★
			3.7		

Section III: Resource Capacity BMS 2018-2019 Faculty and Staff Roster

Melanie Reed, Principal

Chad Cole, Asst. Principal
Laura Beth Short, Asst. Principal

Counselors

Kathy Childers
Lisa Winter

Office Staff

Cassia Anthony - Registrar
Gayle Gower
Eloine Hodge
Kecia Wilson - Bookkeeper
Cherie Durden - School Nurse

6TH Grade

Lindsey Dodrill—Math—Chair

Gina Allen—Math
Emily Baker—Math
Marcia Barnes—SS
Blake Buice—Science
Coby Durden—Math/Science
Jenny Holland—Science
Sandy Hughes—SS
Emily Lovelady—ELA/SS
Laura McDonald—Science
Leadaire Peay—ELA
Jennifer Rogers—ELA
Shelly Upshaw—SS
June West—SS/Science

7TH Grade

Jill Anderson—ELA—Chair

Charlotte Breedlove—ELA
Leslie Brigman—Math
Lisa Castleman—SS
Amy Cochran—Science
Jackie Corley—SS
Max Duncan—Science
Amy Edwards—Math
Lea Johnson—ELA
Abbi Jones—Science/SS
Lauren Larson—Science
Jenny Martin—SS/ELA
Tracy Taylor—SS
Robyn Wilborn—Math

8TH Grade

Katie Duncan—ELA—Chair

Kori Adams—Math
Glenda Cable—ELA
Christy Coffey—SS
Chelsey Gillilan—SS
Adam Gower—SS
Cameron Hutchins—Science
Megan Kingsley—ELA
Leslie Markes—Science
Christina McGee—Science/Math
Susan Oates—SS/ELA
Corrie Shirley—Math
Amy Snell—Math
Allison Webster--Science

Connections

Amy Perkins—FAC—Chair

Cassie Bro—PE/7th Health
Beth Browning—ELA
Merideth Drake—Chorus
Luther Harris—Band
Christina Lecoeuvre—
Business & Comp Sc.
Brandon Manders—PE/6th
Health
Lisa Mathews—Consumer
Math
Adam Meador—Technology
Jeff Ozment—PE/8th Health
Amber Sitton—Spanish
Carrie Tilson—Art
Natalie Viti—Math

Special Education

Lori Petroni—7/8 Science

Resource—Chair

Stacey Baldwin—6th grade Math
Ethan Burke—8th grade Math
Kevin Peek—7th grade ELA
Alexis Swanson—Speech
Kina Tatum—6th grade ELA
Leighann Triplett—7th grade
Heidi Waller—MI
Jamie Waller—7th grade Math
Traci Wright—8th grade—ELA

Technology Specialist

Kevin King

Media Center

Jackie Muglia (clerk)
Susan Nabors

EL

Anna Misley

Parapros

Sarah Herrington
Brenda Ingram
Andre Johnson
Jody Johnson
Maria Navarro
Sandra Ozment
Bhruk Patel—ISS/Attendance

Cafeteria Staff

Nicholas Mann—Manager

Ana Aranda
Stephanie Combs
Lindsey Jones
Jackie Maddox

Custodians

Dennis Murray—Head

Custodian

Minyon Harrison
Patrick Rogers
Jaime Solis

Male—19
Female—77
Certified—72
Classified—24

TOTAL—96

Section III: Resource Capacity BMS Faculty Qualifications

EMPLOYEE NAME	CERTIFICATE TYPE	CERTIFICATION AREA(S)	POSITION
Adams, Kori	T6	ECE, PE/Health, MG (math, lang, rdg, ss)	8 th Grade Math
Allen, Gina	T6	MG (lang, math, rdg, ss)	6 th Grade Math
Anderson, Jill	PBT6	ECE, MG (lang, ss), Gifted	7 th Grade LA
Baker, Emily	T4	MG (math, ss), Gifted	6 th Grade Math
Baldwin, Stacey	T6	MG (lang, rdg), SPED (C P-12), SCIENCE (6-12), SS (6-12), SPED (lang, math)	6 th Grade Math (Special Ed.)
Barnes, Marcia	PBT6	ECE, MG (math, ss, sci, lang), Gifted	6 th Grade SS
Breedlove, Charlotte	T4	MG (lang, ss, math)	7 th Grade LA
Brigman, Leslie	T6	ECE, MG (math, ss), MATH (6-12), Gifted	7 th Grade Math
Bro, Cassie	T4	Health/PE	Health/PE
Browning, Beth	T4	MG (lang, ss), SPED (C P-12), SPED (lang, ss)	6 th Grade LA and LA Connections
Buice, Blake	T5	MG (sci, ss), SS (6-12), Gifted	6 th Grade Science
Burke, Ethan	T6	MG (math, ss), SPED (C P-12), SPED (math, ss), ESOL	8 th Grade Math (Special Ed.)
Cable, Glenda	T4	MG (lang, sci), ENGLISH (6-12)	8 th Grade LA
Castleman, Lisa	T5	ECE, MG (sci, ss), FCS, Gifted	7 th Grade SS
Childers, Kathy	SRS6	School Counseling	Counselor
Cochran, Amy	T5	ECE, MG (sci, ss, math, lang), SCIENCE (6-12), Gifted	7 th Grade Science
Coffey, Christy	S, T5	MG (math, sci, ss), Gifted	8 th Grade SS
Cole, Chad	L, S, T6	HISTORY (6-12), CTAE, TSS, Leadership	Assistant Principal
Corley, Jackie T.	T6	MG (lang, ss), Gifted, Leadership	7 th Grade SS
Dodrill, Lindsey	T6	ECE, MG (math, lang, ss), Gifted	6 th Grade Math
Duncan, Katie	T6	MG (lang, ss), ENGLISH (6-12), Gifted	8 th Grade LA
Duncan, Max	T6	MG (lang, math, sci, ss), Gifted	7 th Grade Science
Drake, Merideth	T4	Music (P-12)	Chorus Connections
Durden, Coby	T4	MG (math,sci)	6 th Science & 7 th Math
Edwards, Amy	T6	MG (math, sci), Curriculum & Instruction	7 th Grade Math
Gillilan, Chelsey	T4	MG (lang & ss), HISTORY & ENGLISH (6-12), SPED (C P-12), SPED (lang, ss) Gifted, ESOL	8 th Grade SS
Gower, Adam	T4	ECE, MG (ss), PE/Health	8 th Grade SS
Harris, Luther	T4	Music	Band Connections
Holland, Jenny	T6	MG (sci, ss, lang)	6 th Grade Science
Hughes, Sandy	T6	MG (math, ss)	6 th Grade SS
Hutchins, Cameron	T4	MG (math, sci), Gifted	8 th Grade Science
Johnson, Lea	T6	MG (lang, rdg, ss) Gifted, Reading Endorsement	7 th Grade LA
Jones, Abbi	T5	MG (sci, ss), Instructional Technology	7 th Grade Science & SS
Kingsley, Megan	T5	MG (lang), Gifted, ESOL	8 th Grade LA
Larson, Lauren	T5	MG (ss, sci), Gifted	7 th Grade Science
Lecoeuvre, Christina	T4	PE/Health, Business Education, SPED (C P-12)	Business Ed. Connections
Lovelady, Emily	T4	MG (lang, ss), Gifted	6 th Grade LA & SS

Manders, Brandon	T6	PE/Health, Leadership	Health/PE
Martin, Jennifer	T5	ECE, MG (lang, ss), Gifted	7 th Grade LA & SS
Markes, Leslie	T6, L3	ECE, MG (math, lang, ss, sci, rdg), Gifted, SCIENCE (6-12)	8 th Grade Science
Mathews, Lisa	T4	MG (math, sci, lang)	7 th Grade Math & Math Connections
McDonald, Laura	T6	MG (sci), SCIENCE (6-12), Instructional Technology	6 th Grade Science
McGee, Christina	T5	MG (math,sci), MATH (6-12), Gifted	8 th Grade Math & Science
Meador, Adam	T5	Engineering/Technology, Instructional Technology, Art (P-12), ELL, SPED (P-12)	Technology Connections
Misley, Anna	T6	ECE, ESOL, MG (lang, rdg, sci, ss), SPANISH	EL Language Arts
Nabors, Susan	S, T6	ECE, MEDIA, MG (lang, math, ss)	Media Specialist
Oates, Susan	T6	MG (lang, math, sci, ss), Gifted	8 th Grade SS & LA
Ozment, Jeff	L, PBT6	Health/PE	Health/PE
Peay, Leadaire	T5	ECE, MG (ss, lang, math), Gifted	6 th Grade LA
Peek, Kevin	T6	SPED (lang, math, ss, sci), SPED (C P-12), Leadership	7 th Grade LA (Special Ed.)
Perkins, Amy	L, T6	ECE, FCS	FACS Connections
Petroni, Lori	T6	ECE, MG & SPED (math, lang, sci, ss), SPED (C P-12)	7 th & 8 th Grade Special Education
Rogers, Jennifer	T5	ECE, MG (lang), SPED (lang, rdg)	6 th Grade LA
Shirley, Corrie	T4	HISTORY (6-12), IRR (lang P-8, ss P-12), MG (math, lang, ss, rdg), MATH (6-12), Gifted	8 th Grade Math
Short, Laura Beth	T6, L	MATH (6-12), ENGLISH (6-12), Administration/Leadership	Assistant Principal
Sitton, Amber	T4	SPANISH (6-12)	Spanish Connections
Snell, Amy	T5	MG (math), SPED (math), Gifted, MATH (6-12)	6 th & 8 th Grade Math
Swanson, Alexis	S5	SLP	Speech
Tatum, Kina	T6	ECE, IRR (P-5, lang/math/sci/ss 4-8)	6 th LA (Special Ed.)
Taylor, Tracy	T6	MG (lang, rdg, ss)	7 th Grade SS
Tilson, Carrie	T6	Art (P-12), SPED (P-12)	Art Connections
Triplett, Leighann	T5	SPED P-8 (lang, math, sci, ss), SPED (C P-12)	6 th & 7 th Grade Special Education
Upshaw, Shelly	T5	MG (lang, math, ss), Gifted	6 th Grade SS
Viti, Natalie	T4	MG (ss, math), PE/Health	8 th Grade Math & MathConnections
Waller, Heidi	T5	ECE,IRR (P-5, lang/math/sci/ss 4-8)	Special Education
Waller, Jamie	T5	IRR, MG (math, sci)	7 th Grade Math (Special Ed.)
Webster, Allison	T6	ECE, ELL, LD (all P-5,lang,sci,ss 4-8), MG (sci, ss), Gifted	8 th Grade Science
West, June	S, T6	MG (lang, math, sci, ss), TSS	6 th Grade SS & Science
Wilborn, Robyn	T6	MG (lang, math, sci), BIOLOGY, PE/Health, Gifted	7 th Grade Math
Winter, Lisa	S6	School Counseling	Counselor
Wright, Traci	T6	SPED (K-12, ss, math, lang)	8 th Grade LA (Special Ed.)

Section III: Resource Capacity BMS Faculty Information and State Data

2018 School Level Staff Report	Buford Middle School		Statewide Middle School Average
	Counts	Percentage	
New Teachers	7	10.77%	20.07%
Clear Renewable	5	71.43%	60.58%
Nonrenewable	2	28.57%	34.17%
Special Education	3	42.86%	27.34%
Certification Levels	Level 4	3	42.86%
	Level 5	4	57.14%
	Level 6	0	0%
	Level 7	0	0%
Experience Levels	Low	2	28.57%
	Mid	5	71.43%
	High	0	0%
Teacher Attrition	3	4.62%	21%
Clear Renewable	3	5%	15.95%
Nonrenewable	0	0%	3.51%
Special Education	1	1.67%	5.42%
Certification Levels	Level 4	0	0%
	Level 5	1	33.33%
	Level 6	1	33.33%
	Level 7	0	0%
Experience Levels	Low	0	0%
	Mid	1	33.33%
	High	2	66.67%
Experience Continuity	N/A	0.9	0.81
Clear Renewable Teachers	63	96.92%	81.67%
New	5	7.94%	15%
Attrition	3	4.76%	20.98%
Special Education	19	30.16%	27.12%
Needing Renewal	59	93.65%	91.38%
Certification Levels	Level 4	15	23.81%
	Level 5	16	25.4%
	Level 6	32	50.79%
	Level 7	0	0%
Experience Levels	Low	0	0%
	Mid	45	71.43%
	High	18	28.57%
Special Education Teachers	19	29.23%	25.88%
New	3	15.79%	20.51%
Attrition	1	5.26%	21.44%
Clear Renewable	19	100%	83.92%
Needing Renewal	18	94.74%	77.21%
Certification Levels	Level 4	4	21.05%
	Level 5	7	36.84%
	Level 6	8	42.11%
	Level 7	0	0%
Experience Levels	Low	0	0%
	Mid	14	73.68%
	High	5	26.32%

Section III: Resource Capacity

Buford City Schools 2018-2019 School Calendar

New Teacher Orientation	TBD
Pre-Planning for Teachers (K-12)	July 30 & 31
Open House (4:00-7:00 p.m.)	July 31
Pre-Planning for Teachers (K-12)	August 1
First Day of School.....	August 2
*Early Release Day/Professional Learning Day (K-8).....	August 31
Labor Day Holiday	September 3
*Early Release Day/HOMECOMING (K-12)	September 28
End of First Quarter (45 days).....	October 4
Fall Festival.....	October 4
Student Holiday (Faculty/Staff Professional Learning Day).....	October 5
Fall Holiday.....	October 8
*Early Release Day/Parent Conferences (K-8).....	October 12
Thanksgiving Break	November 19-23
End of Quarter 2 & First Semester (94 days).....	December 21
Winter Break	December 24-31
Winter Break	January 1-4
Student Holidays (Faculty/Staff Professional Learning Days).....	January 7 & 8
Second Semester Begins	January 9
MLK Holiday	January 21
Student Holiday (Faculty/Staff Professional Learning Day).....	February 18
Student Holiday (Faculty/Staff Professional Learning Day).....	February 19
Winter Holidays	February 20-22
Inclement Weather Make-up Days for Students & Teachers	February 20-22
End of Third Quarter (42 days).....	March 15
Student Holiday (Faculty/Staff Professional Learning Day).....	March 18
*Early Release Days/Parent Conferences (K-8).....	March 21
*Early Release Days/Parent Conferences (K-8).....	March 22
Spring Break.....	April 1-5
End of School/BHS Graduation (180 days)	May 24
Memorial Day Holiday.....	May 27
**Post-Planning for Teachers (K-12).....	May 28

**May 29, 30, & 31 are also Inclement Weather Make-up Days for Teachers and/or Students, if necessary.
 *Early Release Days are subject to change.

Section III: Resource Capacity Clubs and Committees 2018-2019

Clubs and Sponsors

Chess Club	Baldwin, Barnes
Craft Club	Tilson
FBLA	Lecoeuvre
FCCLA	Perkins
TSA	Meador
Jr. Thespians	Staples
Yearbook	Nabors
FCA	Ozment, J., Hutchins, Johnson, Snell
Student Leadership Team	Childers, Winter
Book Club	Nabors
WIN TV	Meador, Nabors

Committees and Chairpersons

Leadership Team	Reed, Cole, Short, Winter, Childers, K. Duncan, Anderson, Dodrill, Perkins, Petroni, Manders, Nabors
Vertical Leaders	Peay, Castleman, Cochran, Adams
Grade Level Title Reps	6 th -Peay; 7 th -Corley; 8 th -Adams
RTI	Childers, Short, Winter
504	Short
Testing	Cole, Winter
Title 1	Short
Gifted	Oates
ELL	Misley
Discipline	Cole
S.A.C.	Castleman, Ingram, H. Waller
School Council Reps	Corley, Winter
PTO Rep	Rogers
Career Day	Childers, Winter, Perkins, Nabors, Meador, Brigman
Field Day	Bro, Manders, Ozment, Perkins
Geography Bee	Coffey, Gower
Spelling Bee	Anderson
Special Olympics	Bro, H. Waller
Sunshine Committee	Co-Chairs: Corley, Durden Holland, Larson, Coffey, Perkins, Ingram, Wilson

Section III: Resource Capacity Co-Curricular and Extra-Curricular Activities 2018-2019

Overtime - After School Tutoring

- Every Monday after school unless otherwise noted on BMS calendar

How Wolves Rise Up (BMS Anti-Bullying and Character Building Program)

- August 27
- September 10, 24
- October 1, 22
- November 5, 26
- December 10
- January 14, 28
- February 11, 25
- March 11, 25
- April 15
- May 13

Clubs and Sponsors (dates and times TBD and can be found on the BMS website calendar)

- Jr. Thespians
- Yearbook
- FCA
- Student Leadership Team
- Book Club
- Chess Club
- FBLA
 - Regional Competition and Conference
 - State Competition and Conference
- FCCLA
 - Regional Competition and Conference
 - State Leadership Competition and Conference
- TSA
 - Annual Tech Day
 - State Leadership Conference

Athletics (specific schedules are available in the middle school front office or on the BMS website calendar)

- Cross Country
- Volleyball
- Basketball
- Basketball Cheerleading
- Wrestling
- Track
- Soccer

Section III: Resource Capacity

***Newsletters and other communications**

* all newsletters and forms of communication are also provided in Spanish

Newsletters

- School newsletters are sent to all parents each month. The monthly newsletters can be viewed on the Buford Middle School website.
- Classroom newsletters/emails are sent to all parents weekly.
- Welcome back letter with dress code information, supply list and other information is sent to every student prior to the beginning of the school year.
- The BMS Counselors sends home monthly newsletters, along with letters about various events that go on during the year {Red Ribbon Recognition, How Wolves Rise Up Program, Holiday Assistance, testing information, etc.}.
- PTO sends reminders before each PTO event.
 - July 19, 2018 4:00 – 7:30 p.m. Parent Engagement Open Lab
 - July 26, 2018 9:00 - 12:00 a.m. BMS 6th grade 101/PTO Memberships
 - July 31, 2018 4:00 - 7:00 p.m. Open House/PTO Memberships
 - August 13, 2018 6:30 p.m. EL Curriculum/Family Engagement Night
 - August 16, 2018 6:00 p.m. Curriculum/Parent Engagement Night & PTO Memberships
 - August 31, 2018 8:00 - 10:30 a.m. BMS Color Run
 - October 12, 2018 8:00 – 10:00 a.m. Color Run Game Day
 - February 5, 2019 5:30 a.m. Connections/Parent Engagement Night
 - May 8, 2019 6:00 p.m. Rising 6th Grade Parent Night
 - May 13, 2019 6:30 p.m. EL/Family Engagement Night
- Parents are notified of all major school events and parent nights. See a listing of these events in Section III.
- Parents are sent notifications regarding student award/recognition programs.
 - May 23, 2019 9:15 a.m. 6th Grade Awards Ceremony
 - May 23, 2019 10:30 a.m. 7th Grade Awards Ceremony
 - May 24, 2019 9:10 a.m. 8th Grade Awards Ceremony
- Buford Academy sends home letters to 5th grade students about upcoming 6th grade parent night.
 - May 6, 2019 6:00 p.m. Rising 6th Grade Parent Orientation

Other communications

- A Title I/CLIP Stakeholder’s Annual Review Meeting to review the Title Plan and discuss funds.
 - July 19, 2018
- Open House is held before the start of the school year.
 - July 31, 2018
- Every student is provided a student agenda at the beginning of the school year or upon enrollment. The student agenda is a very useful tool for teacher and parents to communicate with one another on a daily basis. Also included in the student agenda is the Buford Middle School student handbook, which every parent is required to sign stated they have read it. The handbook provides much information to parents regarding the rules, regulations, and procedures within the school.
- Curriculum/Parent Involvement Night and EL Curriculum Night is held at the beginning of the school year to inform parents about the grade level their child is entering. Information is shared about the Standards, instructional programs used to teach the curriculum, daily schedules, grading, Powerschool, etc.
 - August 13, 2018
 - August 16, 2018
- Report Cards are sent home throughout the year.
 - October 15, 2018
 - January 11, 2019
 - March 25, 2019
 - May 31, 2019 (Mailed)
- Parent/Teacher conference days are scheduled during the school year.
 - October 12, 2018
 - March 21-22, 2019
- Communication is provided through School Council meetings.
 - September 6, 2018 7:30 a.m.
 - November 1, 2018 7:30 a.m.
 - February 7, 2019 7:30 a.m.
 - May 9, 2019 7:30 a.m.
- Buford Middle School Website has useful information for stakeholders. Each teacher also has their own webpage with his/her classroom schedule and information for parents.

**Section III: Resource Capacity
Analysis and Results of 2017-2018 Attendance Data
Buford City Schools Attendance Data
August 3, 2017 – May 3, 2018**

Goal: The attendance goal for BMS under the CCRPI index is to attain an attendance rate of 75% of students missing fewer than 6 days of school.

Results: BMS had 67% miss fewer than 6 days. Although the 75% attendance rate goal was not met, Buford Middle School will continue to put incentives in place to attain this goal.

All Day Average Attendance Percentages

2016-17 SY	BES	BA	BMS	BHS	AVG
	97 %	97 %	97 %	97 %	97%
2017-18 SY	BES	BA	BMS	BHS	AVG
	97 %	97 %	97 %	97 %	97%

Average daily attendance percentages stayed the same compared to last year.

2016-2017 Unexcused Absence Data

(Includes current and withdrawn students)

Days Absent <i>Truancy Percentage:</i>	BES	BA	BMS	BHS	AVG % Unexc days absence for BCSS
1-5 days	9 % 413	9% 789	13 % 633	13 % 395	47 %
6-10 days	33	73	75	78	5 %
11+ days	6	10	14	61	2 %

In looking at unexcused attendance data system-wide, 47% of the students missed 5 days or less. Less than 11% of the students have 5 or more unexcused days. At 5 unexcused absences, students are considered truant.

YTD Absence Data

(Includes current and withdrawn students)

Days Absent	BES	BA	BMS	BHS	AVG % YTD days absence for BCSS
1-5 days	399	891	603	753	56 %
6-10 days	233	369	302	227	24 %
11+ days	91	112	132	169	11 %

In looking at year to date system-wide attendance data, which includes excused and unexcused days, more than half of the students missed 1-5 days.

**Section III: Resource Capacity
 Buford Middle Enrollment Summary & Demographic Data**

Enrollment Summary (as of 8-16-18)

Grade Level	<u>TOTAL IN GRADE</u>	<u>Asian, Pacific Islander</u>	<u>Black (Not Hispanic)</u>	<u>Hispanic</u>	<u>American Indian, Alaskan Native</u>	<u>Multi-Racial</u>	<u>White (Not Hispanic)</u>
6th	<u>400</u> 215/185	<u>21</u> 10/11	<u>40</u> 22 / 18	<u>112</u> 55 / 57	<u>1</u> 0 / 1	<u>18</u> 11 / 7	<u>208</u> 117 / 91
7th	<u>397</u> 197/200	<u>12</u> 4 / 8	<u>41</u> 25 / 16	<u>125</u> 56 / 69	<u>0</u> 0 / 0	<u>18</u> 7 / 11	<u>201</u> 105 / 96
8th	<u>368</u> 194/174	<u>15</u> 11 / 4	<u>41</u> 20 / 21	<u>93</u> 49 / 44	<u>2</u> 2 / 0	<u>18</u> 8 / 10	<u>199</u> 104 / 95
<u>TOTAL</u>	<u>1165</u> 606/559	<u>48</u> 25 / 23	<u>122</u> 67 / 55	<u>330</u> 160 / 170	<u>3</u> 2 / 1	<u>54</u> 26 / 28	<u>608</u> 326 / 282

- Numbers in green indicate the total number in that particular group.
- Numbers in blue indicate the number of males in that particular group.
- Numbers in pink indicate the number of females in that particular group.

Percentages within the total population:

- **Gender:**
 - Male = 52%
 - Female = 48%
- **Race:**
 - Asian/Pacific Islander = 4%
 - Black = 11%
 - Hispanic = 28%
 - Multi-Racial = 5%
 - White = 52%

Buford Middle School

2018-2019 School Improvement Plan

*Believe * Motivate * Succeed*



Identified Goals for Improvement: Each school must develop action steps based on school improvement goals. The Buford Middle School Local School Improvement Goals are based on the Georgia Department of Education College and Career Ready Performance Index (CCRPI) for Grades 6-8. Additionally, school improvement goals are developed based on overarching needs, as identified in the 2017-2018 State Comprehensive Needs Assessment School Report. The following pages provide a breakdown of the Buford Middle School Improvement Goals. The actual School Improvement Plan submitted to the Georgia Department of Education, including the action steps relating to the improvement goals, are outlined on pages 45-67 of this document.

The Buford Middle School (BMS) Improvement Plan was developed by the BMS Leadership Team (comprised of teachers and other staff members), parent advisory groups, and school administrators. This plan outlines action steps used to achieve the goals set forth by all stakeholders. The BMS School Improvement Plan is available for review on the BMS website and in the BMS Parent Resource Center.

Goal: BMS will show a 3% increase on ELA and Science rigorous assessments while maintaining growth in Math on rigorous assessments.

Additionally, all students at BMS will score as a Proficient Learner (Level 3) or Distinguished Learner (Level 4) in the knowledge and skills necessary at their grade level/course of learning on the Georgia Milestones EOG or EOC Assessment. We strive for an increase in students achieving at the Distinguished Learner category in all areas. Methods for achieving this goal include, but are not limited to, vertical teams, flex classes, frequent parent contacts, collaborative planning, writing across the curriculum, differentiated instruction, benchmark testing, increasing the number of students in advanced content courses, constant data review, and using various forms of technology.

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)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	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)?	
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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)?	
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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)?	
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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)?	
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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)?	
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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)?	
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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)?	
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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)?	
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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 Effectiveness	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)?	
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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)?	
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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)?	
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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)?	
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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)?	
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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)?	
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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)?	
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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)?	
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