

**Bainbridge Middle School 45-60 Day Action Plan –Non Negotiables  
2017-2018  
August through October**

<b>Goals</b>	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Artifacts</b>	<b>Evidences</b>	<b>Progress</b>
<b>Increase student attendance</b>	<p>School wide initiatives– perfect attendance recognition each 9 weeks by administration and team.</p> <p>*Monitor reports on a regular basis</p> <p>*Incentives for students (lunch off campus – successful)</p> <p>Parental Contact by phone, email, school SW</p>		Administration and team leaders	Absentee reports from guidance	Absentee reports from guidance	Decrease in number of student absences
<b>Decrease student office referrals</b>	<p>Implement preventive strategies: teachers utilize strategies prior to office referrals. (BMS Positive Behavior Interventions Plan) GAP,</p> <p>* Teacher Intervention strategies, - prove to decrease number of referrals. We will continue to implement with fidelity.</p>		Administration and teachers		Office referrals in Infinite Campus	Decrease in number of office referrals.
<b>School-wide focus on writing (TKES # 3)</b>	<p>*All departments will focus on constructed response questions (use RACES, STAR, and ACES strategies).</p> <p>*ELA department will continue PL with Building a Culture of Writing” GaDOE Webinar Series</p> <p>*SS department will plan Document Based Questioning lessons (DBQ).</p>		Department chairs Classroom teachers	Minutes from PLCs, walkthrough template and formative assessment strategies submitted to Lead Teacher	Walkthrough Report	Higher student scores reflected in chapter/unit tests

	<p>*SS department will engage in writing PL with Nancy Slocomb.</p> <p>*GCA Writing Assessment with individualized feedback via student/teacher conferencing.</p>					
<p><b>Intervention Programs for Targeted students (TKES # 4)</b></p>	<p>Continue morning sessions for ELL students from 7:30AM -8:00</p> <p><b>Reading:</b> Monitored AR, Set and monitor individual AR goals</p> <p>*Utilize, with fidelity differentiation/intervention components of <b>Collections (Program)</b></p> <p><b>Math:</b> Small group instruction, MyQ during TIES</p> <p>*Utilize embedded differentiation/intervention components of <b>READY (Math Program)</b></p> <p>*21<sup>st</sup> Century After School Program- track data</p>		<p>Joseph Sarpong</p> <p>Classroom Teachers Special Education teachers</p>	Monitoring by Administration	Walkthrough Report , Tier reports, summary skill reports, Lexile trend data	Increase scores on state and local assessment
<p><b>Increase the percentage of students from Level 2 to Levels 3 and 4 (TKES # 3, 8)</b></p>	<p>*Utilize Illuminate – assess students on more rigorous assessments. Use data to inform instruction.</p> <p><b>*Implement –“Data Talks”</b></p> <p>Continue to review data to determine trends/weaknesses</p> <p>*Achievement level descriptors</p> <p>*Monitor ILearn -provide individual feedback</p> <p>*utilize common assessments to</p>		Classroom teachers and afterschool teachers	TIES rosters	SLDS, Formative checkpoints	Increase in Levels 3 and 4 category on EOG assessments.

	inform instruction					
<b>Increase the percent of students in 8<sup>th</sup> grade achieving a Lexile measure <math>\geq 1050</math></b>  <b>(TKES #2, 3)</b>	Increase independent reading through AR incentives  *Increase text complexity *RI assessment- individual student conferences /motivational charts with Lexile scores. By the end of each RI checkpoint, each student will demonstrate a 15-point Lexile growth as measured by RI assessments.  Individualized target goal conferences for tracking student growth  Greater focus on literacy standards in science and social studies.		<b>Classroom teachers</b>  <b>Teachers As Advisors (TAA)</b>	<b>RI reports, Accelerated Reading Program</b>  <b>TAA student folders</b>	<b>AR reports</b>  <b>Student folders</b>	<b>Increase Lexile scores <math>\geq 1050</math></b>  <b>Student responsibility for learning increased</b>
<b>Effective teaching practices</b> <b>TKES (#1-10)</b>	Provide Professional learning for staff on TKES/LKES standards.  *Implement new planning guide and guidelines  (New teachers and paraprofessionals receiving training on standards)		<b>Administration and classroom teachers</b>	<b>Lesson Plans, TLKES/LKES platform, administration will monitor using state rubrics</b>	<b>TKES/LKES reports, RESA Specialist reports on lesson plan effectiveness</b>	<b>Summative TKES/LKES evaluation, RESA Specialist report</b>
Instructional Rounds (TKES #3,5)	Plan collaborative work opportunities for teachers(PLCs) and students(classroom instruction)  Focus on Cognitive demand of		Teachers Lead Teacher Administrators	Minutes from meetings Teacher feedback Charts	- reports  - documentation of feedback  -data	more rigor  increased student engagement

	the task				-lesson plans	
