



School Improvement Plan

2021 – 2024

General Improvement Plan Information	
School	Blackmon Road Middle School
Principal	Penny Bowen Gorum
SIP Team Lead	Lindy Dunn
Grades Served	6 th , 7 th , 8 th
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input type="checkbox"/> Community Eligibility Provision (CEP) <input checked="" type="checkbox"/> Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
<input checked="" type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	

TEAM MEMBERS

The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Schools must ensure they are incorporating a paraprofessional in the process.

Name	Position
Penny Bowen Gorum	Principal
Keith Wells	Assistant Principal or Dean
Lindy Dunn	Academic Dean
Brian Shirley	SS Teacher
Diana Allen	ELA Teacher
Janet Fine	SWD Teacher (when applicable)
Nina Rubio	Guidance Counselor
Tameaka Vanderhorst	Paraprofessional
Ally West	Parent
Cathy Baka	Parent
Sanjay Choudary	Business/Community Partner
Julie Ann Crane	Business/Community Partner

ADDITIONAL TEAM MEMBERS

Name	Position
David Jones	Math Teacher
Aimee Whitely	SS Teacher
Christen Bridges	Math Teacher
Tina Fulford	LEA

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

Meaningful feedback will be provided through team meetings and surveys throughout the year.

OUR SCHOOL MISSION

To Inspire and Equip All Students to Achieve Unlimited Potential

OUR SCHOOL VISION

BRMS Provides Excellence Where the Pursuit of Learning is Boundless and All Students Are Known, Valued, and Inspired.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Personalized Learning	<ol style="list-style-type: none"> 1. Teachers are still on various levels of the implementation of personalized learning. 2. Additional training needs to take place to address problems/issues encountered. 3. Work in differentiation in personalized learning is needed. 	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Improving Rigor	<ol style="list-style-type: none"> 1. Instructional strategies need to be consistent and rigorous. 2. Instructional time needs to be well used and protected. 3. Additional training is necessary to emphasize the expectations of a rigorous classroom. 	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
3. PBIS in the Classroom	<ol style="list-style-type: none"> 1. Consistent implementation of PBIS needs to continue. 2. Individual classroom incentives need to be in place for each teacher to use with their students. 3. Teachers should not rely just on school wide incentives. 	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate
4. Create a Culture of Community	By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision, and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate

IMPORTANT

As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1 st & 2 nd year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress (<i>applies to all 4 goals</i>)	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)	
Powerful Practices	
1.	The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2.	The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3.	The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement	
1.	Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2.	Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3.	Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4.	Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities	
1.	Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.
2.	Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

2021 – 2024 OVERARCHING NEEDS & GOALS

District Overarching Need	SIP Goal
Address individual student needs	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Personalized Learning	By May 2024, 100% of teachers will be trained in Targeted Instruction and Data Driven Decision Making for Personalized Learning and will implement with 85% fidelity as measured by classroom walkthroughs and 5% increase in pre and post benchmark scores.
PBIS in the Classroom	By May 2024, 85% of teachers will implement school wide and classroom PBIS expectations in order to decrease office referrals and offer incentives for positive behavior as measures by SWIS, PBIS, and Infinite Campus.

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By May 2024, 100% of teachers will be trained in Targeted Instruction and Data Driven Decision Making for Personalized Learning and will implement with 85% fidelity as measured by classroom walkthroughs and personalized learning self-assessments/data reflections.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Evidence based reading, writing, and math strategies will be utilized weekly during classroom instruction to increase rigor. This may include but is not limited to: Achieve 3000, Article of the Week, Lexia, IXL, AR- 6 th Grade	Strong: Data points will allow stakeholders to track gains in Lexile and math performance.	Economically Disadvantaged/ Race/Ethnicity/Minority Students with Disabilities	Title II, Part A Title IV, Part A	Principal, Assistant Principal, Dean, LEA, Teachers	Weekly	Lesson Plans Walkthroughs TKES PLC Minutes Surveys Achieve 3000 Data 6 th AR Data Lexia Data IXL Data GMAS Data	Choose an item.
	Intended Outcomes:	Increase Lexile levels and math performance.					
Review Targeted Instruction with Trailblazers.	Strong: PD Documentation	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Principal, Assistant Principal, Dean, LEA, Teachers	August-October 2021	PD Staff Survey	Choose an item.
	Intended Outcomes:	Review and revise Targeted Instruction Practices.					
Introduce Targeted Instruction to new members and assign a trailblazer mentor to each.	Strong: PD Documentation	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Principal, Assistant Principal, Dean, LEA, Teachers	August-October 2021	PD Staff Survey	Choose an item.
	Intended Outcomes:	Review and revise Targeted Instruction Practices.					
							Choose an item.

At risk students will participate in Eagle Recovery program. (ELA & Math Support)	Strong: Eagle Recovery logs	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Principal, Assistant Principal, Dean, LEA, Teachers	October 2021- April 2022	Eagle Recovery Sign in Sheets	
	Intended Outcomes:	Support Students Academically					
Utilize Academic Dean who will assist teachers in implementing evidence-based strategies.	Strong: Academic Dean Calendar	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Principal, Assistant Principal, Dean, LEA, Teachers	Yearly	Academic Dean Faculty Survey	Choose an item.
	Intended Outcomes:	Support teachers to improve student performance.					
Student Survey for feedback on Personalized Learning.	Promising: Student surveys are subjective and should be used in conjunction with other data resources.	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Assistant Principal	December/May	Student Surveys	Choose an item.
	Intended Outcomes:	Provide data for teachers on personalized learning.					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
<ul style="list-style-type: none"> Columbus Regional Mathematics Collaborative 							

SHORT TERM ACTION PLAN

Spring 2022

Goal:	By May 2024, 100% of teachers will be trained in Targeted Instruction and Data Driven Decision Making for Personalized Learning and will implement with 85% fidelity as measured by classroom walkthroughs and personalized learning self-assessments/data reflections.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Guided Instruction and student centered learning will be utilized to assist students practice skills, strategies, and differentiated processes.	Moderate: Utilizing guided instruction and student centered learning with fidelity.	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Principal, Assistant Principal, Dean, LEA, Teachers	Weekly Professional Learning Communities	Lesson Plans Walkthroughs TKES PLC Minutes Surveys Formative Assessments	Choose an item.
	Intended Outcomes:	Students will be able to take ownership of their learning in a structured environment.					
Trailblazers will be introduced to Data Driven Decision Making as part of personalized learning.	Strong: Professional Development Documentation	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Principal, Assistant Principal, Dean, LEA, Teachers	January 2022- May 2022		Choose an item.
	Intended Outcomes:	To introduce Trail Blazers to Data Decision Driven Making.					
Continue to update media center collection to address Lexile needs.	Strong: Media Center Purchasing Orders	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Principal, Assistant Principal, Dean, LEA, Teachers	August 2021- May 2022		Choose an item.
	Intended Outcomes:	Update Media Center Collection					
							Choose an item.
							Choose an item.
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							

SHORT TERM ACTION PLAN

FALL 2021

Goal: By May 2024, 85% of teachers will implement school wide and classroom PBIS expectations in order to decrease office referrals and offer incentives for positive behavior as measures by SWIS, PBIS, and Infinite Campus.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Administrators, teachers, and students will collaboratively develop and implement classroom and grade level expected behaviors and rewards.	Strong: Matrices developed and Teacher Canvas Course/Syllabus	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Administration, PBIS Coach, Dean, Counselor, Teachers and Students	Fall 2021	Classroom Matrices, Canvas Course Teacher Monitoring Form, SWIS, Student Surveys, Agendas, Minutes	Choose an item.
	Intended Outcomes:	Classroom incentives will be developed and implemented.					
Administrators, teachers, and students will implement school wide rules and expectations.	Promising: Teacher Canvas Pages	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Administration, PBIS Coach, Dean, Counselor, Teachers and Students	Fall 2021	Classroom Matrices, Canvas Course Teacher Monitoring Form, SWIS, Student Surveys, Agendas, Minutes	Choose an item.
	Intended Outcomes:	Teachers will have an understanding of PBIS expectations in order to instruct students on school wide appropriate behaviors in the building.					
Professional development on evidence-based PBIS classroom practices will occur throughout the year.	Strong: Classroom Observations, Canvas Pages	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Administration, PBIS Coach, Dean, Counselor, Teachers and Students, Behavior Specialist	Fall 2021	Classroom Matrices, Canvas Course Teacher Monitoring Form, SWIS, Student Surveys, Agendas, Minutes	Choose an item.
	Intended Outcomes:	Teachers will implement PBIS strategies within their own classrooms.					

PBIS rewards will be provided to students to incentivize positive student behaviors school wide.	Strong: Teacher Usage	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Administrators, PBIS Coach, Academic Dean, LEA, Teachers	Daily	Teacher Monitoring Form, SWIS, Student Surveys	Choose an item.
	Intended Outcomes:	Reward students for positive behavior throughout the year.					
Utilize social-emotional learning curriculum developed at the school level to reinforce positive behaviors.	Moderate: Lessons through Canvas	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Administrators, PBIS Coach, Counselor, Academic Dean, LEA, Teachers	Weekly SEL Lessons with Agenda/Forms	SEL Canvas Page Monitoring Form SWIS Data	Choose an item.
	Intended Outcomes:	Increase emotional intelligence of students and build relationships.					
Teachers will utilize Multi-Tiered System of Supports. (MTSS).	Strong: Moving students among tiers	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Administrators, PBIS Coach, Counselor, Academic Dean, LEA, Teachers	August 2021-December 2021	Agendas, Minutes, SWIS, SST Referrals	Choose an item.
	Intended Outcomes:	To Support Students Academically and Behaviorally					
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
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SHORT TERM ACTION PLAN

SPRING 2022

Goal:	By May 2024, 85% of teachers will implement school wide and classroom PBIS expectations in order to decrease office referrals and offer incentives for positive behavior as measures by SWIS, PBIS, and Infinite Campus.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Utilize PBIS incentives for student behaviors school wide.	Strong: Teacher Usage	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Administrators, PBIS Coach, Counselor, Academic Dean, LEA, Teachers	Daily Monthly Monitoring Report of Usage	PBIS Data SWIS, CANVAS, Student Survey	Choose an item.
	Intended Outcomes:	Rewards students for positive behavior throughout the year.					
Administrators, teachers, and students will reinforce classroom and grade-level expected behaviors and rewards.	Moderate: Matrices	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Administrators, PBIS Coach, Counselor, Academic Dean, LEA, Teachers	Spring 2022	Classroom Matrix Canvas Course/Syllabus, SWIS Data Student Survey	Choose an item.
	Intended Outcomes:	Individual Classroom Matrices will be developed and utilized.					
Professional development on PBIS evidence-based classroom practices.	Strong: Canvas course, classroom observations	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Administrators, PBIS Coach, Counselor, Academic Dean, LEA, Teachers	Quarterly	Classroom Matrix Canvas Course/Syllabus, SWIS Data Student Survey	Choose an item.
	Intended Outcomes:	Teachers will become more familiar with implementing PBIS strategies within their own classrooms.					
Staff and faculty training on de-escalation practices.	Strong: Staff Training	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Administrators, PBIS Coach, Counselor, Academic Dean, LEA, Teachers, Behavior Specialist	Annually		Choose an item.
	Intended Outcomes:	Ensure safety of staff and students while encouraging positive behavior.					

Teachers will utilize Multi-Tiered System of Supports. (MTSS).	Strong: Moving students along Tier Continuum.	Economically Disadvantaged, Race, Ethnicity/Minority/SWD	Title II, Part A Title IV, Part A	Administrators, PBIS Coach, Counselor, Academic Dean, LEA, Teachers, Behavior Specialist	January 2022-May 2022		Choose an item.	
	Intended Outcomes:	To support students academically and behaviorally.						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.								
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YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Data Review from 2020-2021 <ul style="list-style-type: none"> • Achieve 3000 • GMAS • Lexia • IXL • Infinite Campus Gradebook/ SWIS PBIS Progress Building Relationships /Community Theme SEL Lessons Progress Monitoring/ Students & Teachers Canvas Personalized Learning-Targeted Instruction De-escalation	Both goals are addressed	Title II Title IV	Lesson Plans Walkthroughs TKES PLC Agendas/Minutes Surveys SWIS SST Referrals PL Walkthroughs
PD Day #2	Data Review from Fall 2021 <ul style="list-style-type: none"> • Achieve 3000 • Lexia • IXL • Infinite Campus Gradebook/SWIS Progress Monitoring/Students & Teachers Building Community De-escalation SEL Lessons Personalized Learning- Targeted Instruction Recognitions	Both goals are addressed	Title II Title IV	Lesson Plans Walkthroughs TKES PLC Agendas/Minutes Surveys SWIS SST Referrals PL Walkthroughs
PD Day #3	Data Review from Winter 2021 <ul style="list-style-type: none"> • Achieve 3000 • Lexia • IXL • Infinite Campus Gradebook/SWIS Progress Monitoring Progress Monitoring/Students & Teachers Building Community De-escalation	Both goals are addressed	Title II Title IV	Lesson Plans Walkthroughs TKES PLC Agendas/Minutes Surveys SWIS SST Referrals PL Walkthroughs

	SEL Lessons Personalized Learning- Targeted Instruction Recognitions			
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YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022 – 2023				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Data Review from 2021-2022 <ul style="list-style-type: none"> • Achieve 3000 • GMAS • Lexia • IXL • 6th Grade Accelerated Reader Data • Infinite Campus Gradebook/ SWIS PBIS Progress Building Relationships /Community Theme SEL Lessons Progress Monitoring/ Students & Teachers Canvas Personalized Learning-Targeted Instruction De-escalation and Working with Poverty	Both goals are addressed	Title II Title IV	Lesson Plans Walkthroughs TKES PLC Agendas/Minutes Surveys SWIS SST Referrals PL Walkthroughs
PD Day #2	Data Review for Fall 2022 <ul style="list-style-type: none"> • Achieve 3000 • GMAS • Lexia • IXL • 6th Grade Accelerated Reader Data • Infinite Campus Gradebook/ SWIS PBIS Progress Building Relationships /Community Theme SEL Lessons Progress Monitoring/ Students & Teachers Canvas Personalized Learning-Targeted Instruction De-escalation and Working with Poverty	Both goals are addressed	Title II Title IV	Lesson Plans Walkthroughs TKES PLC Agendas/Minutes Surveys SWIS SST Referrals PL Walkthroughs
PD Day #3	Data Review Winter 2022 <ul style="list-style-type: none"> • Achieve 3000 • GMAS • Lexia 	Both goals are addressed	Title II Title IV	Lesson Plans Walkthroughs TKES PLC Agendas/Minutes

	<ul style="list-style-type: none"> • IXL • 6th Grade Accelerated Reader Data • Infinite Campus Gradebook/ SWIS PBIS Progress Building Relationships /Community Theme SEL Lessons Progress Monitoring/ Students & Teachers Canvas Personalized Learning-Targeted Instruction De-escalation and Working with Poverty			Surveys SWIS SST Referrals PL Walkthroughs
Additional PD				

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2023 – 2024				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Data Review from 2022-2023 <ul style="list-style-type: none"> • Achieve 3000 • GMAS • Lexia • IXL • 6th Grade Accelerated Reader Data • Infinite Campus Gradebook/ SWIS PBIS Progress Building Relationships /Community Theme SEL Lessons Progress Monitoring/ Students & Teachers Canvas Personalized Learning-Targeted Instruction De-escalation and Working with Poverty	Both goals are addressed	Title II Title IV	
PD Day #2	Data Review for Fall 2023 <ul style="list-style-type: none"> • Achieve 3000 • GMAS • Lexia • IXL • 6th Grade Accelerated Reader Data • Infinite Campus Gradebook/ SWIS PBIS Progress Building Relationships /Community Theme SEL Lessons Progress Monitoring/ Students & Teachers Canvas Personalized Learning-Targeted Instruction De-escalation and Working with Poverty	Both goals are addressed	Title II Title IV	
PD Day #3	Data Review Winter 2023 <ul style="list-style-type: none"> • Achieve 3000 • GMAS • Lexia • IXL • 6th Grade Accelerated Reader Data • Infinite Campus Gradebook/ SWIS 	Both goals are addressed	Title II Title IV	

	PBIS Progress Building Relationships /Community Theme SEL Lessons Progress Monitoring/ Students & Teachers Canvas Personalized Learning-Targeted Instruction De-escalation and Working with Poverty			
Additional PD				

REQUIRED QUESTIONS

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

Stakeholders were able to participate in the review of the 2020-2021 plan and provide feedback of its effectiveness. The team then refined the plan to address the 2021-2024 school years in order to approach it with short and long term goals. Each goal and action strategy was unpacked to provide an optimal plan for the upcoming year and years to follow.

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.

Discipline data will be monitored along with incentive success data. This includes a review of discipline by subgroup. Teachers are provided strategies to reduce the number of discipline referrals through PLCs. Ongoing training will be provided including a focus on Tier II intervention.

Describe any continuing and/or new Title IV-A funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

Students will participate in Social/Emotional programs in order to support the safety and health of our students. Students will be provided with bullying prevention lessons throughout the year. Freedom Friday will support and promote dedication to achievement through behavior and academic success.

Elementary Schools Only

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Also, describe what supports and/or services will be put into place to support 5th grade students in their transition to middle school.

Middle Schools Only

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5th grade students in the transition from elementary school to middle school.

Also, describe what supports and/or services will be put into place to support 8th grade students in their transition to high school.

BRMS will host an Eagle Camp for all incoming 6th graders. Students will be provided the opportunity to meet their teachers and follow a practice run of their schedule. Parents will participate in a session with the administration team to become familiar with the middle school setting.

BRMS provides opportunities for 8th grade students to enroll in high school courses. The Guidance Director conducts an overview of magnet programs offered at all high schools and meets with students individually to discuss additional questions/planning. BRMS hosts transition meetings for schools in which Blackmon is a feeder.