45 Day Check-in and Preparing for Budget Development

GO Team Business Meeting #3

Ralph J. Bunche Middle School
November 12, 2024
6:00 PM

 RALPH J. BUNCHE MIDDLE SCHOOL
B
A Legacy of Excellence

IB Middle Years Programme

Agenda

Continuous Improvement Plan

    45 Day Check-in

Fall to Winter MAP Data Discussion

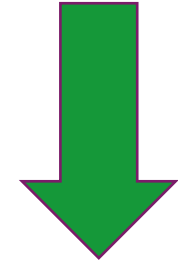Review of Strategic Plan and priorities progress

Strategic Plan Updates

Preparing for the Budget Development

Rank Strategic Priorities

Timeline for GO Teams

You are **HERE**

1

Fall 2021
GO Team Developed 2021-2025 Strategic Plan

2

Summer 2024
School Leadership completed Needs Assessment and defined overarching needs for SY24-24

3

August 2024
School Leadership completed 2024-2024 Continuous Improvement Plan

4

Sept. – Dec. 2024
Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan

5

Before Winter Break
GO Team will take action (vote) on the school's strategic plan and vote on the ranked strategic plan priorities for SY25-26 budget discussions.

Continuous Improvement Plan

Quarterly CIP Check-in

As part of the Continuous Improvement process, all APS schools are completing a quarterly check-in for the Continuous Improvement Plans.

Questions to Consider

- Based on our year long CIP plan, what are the actions that the school has already completed?

- What data supports the completion of an action step and success criteria (both implementation and student achievement)?

Literacy Goal Action Steps

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Monitor alignment the of rigor in the lesson to the learning target, tasks and assessments with the use of Amplify curriculum resources coupled with GA Standard of Excellence and IB Approaches to Teaching and Learning	Instructional Coaches, Teachers, IB Coordinator, Administrators	August 2024- May 2025	100% of the ELA teachers will implement the Amplify curriculum as evidence through lesson plans, data and planning PLCs, weekly walkthroughs (Observation form in Kickup)	70% of the students will score a level of profiency on the Common Formative Assessments (CFA) and bi-weekly assessment
Deconstruct standards, internalize lessons and practice implementation, data analysis, reteaching models for remediation, differentiated lessons, acceleration	Instructional Coaches, Teachers, IB Coordinator, Administrators	August 2024- May 2025	100% of the ELA teachers will plan collaboratively, receive feedback on lesson plans, create practice scripts of the lesson rollout. Teachers will execute lessons as planned in the PLCs	70% of the students will score a level of profiency on the Common Formative Assessments (CFA) and bi-weekly assessment
Provide feedback, coaching and tiered professional development and support around research based content specific instructional strategies, monitor implementation and writing across the curriculum	Instructional Coaches, Teachers, IB Coordinator, Administrators, district ELA and SWD Coordinators/SDI Coach	August 2024- May 2025	100% of teachers will attend tiered professional learning and receive biweekly feedback on ELA performance as evidenced by meeting and PL agendas and sign-in sheets, and coaching logs	70% of the students will score a level of profiency on the Common Formative Assessments (CFA) and bi-weekly assessment

Literacy Goal: Sub-Group Action Steps

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Professional learning and implementation of SDI instructional strategies for SWD students	Admin, Instructional Coaches, IB Specialist, Teachers, SELT	August 2024-May 2025	100% of teachers will attend the professional development meetings for SDI instructional strategies, co-teaching models, and provide support to SWD students, as evidenced by meeting and PL agendas and sign-in sheets, and coaching logs	70% of the students will score a level of profiency on the Common Formative Assessments (CFA) and bi-weekly assessment
Implement professional learning and implementation of differentiation using gifted instructional strategies for acceleration of gifted students	Admin, IB Specialist, Instructional Coaches, GATE Chair, and Teachers	August 2024-May 2025	100% of teachers will attend the professional development meetings for gifted instructional strategies and provide support to GATE students as evidenced by meeting and PL agendas and sign-in sheets, and coaching logs	70% of the students will score a level of profiency on the Common Formative Assessments (CFA) and bi-weekly assessment

Numeracy Action Steps

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Deconstruct standards, internalize lessons and practice implementation, data analysis, reteaching models for remediation, differentiated lessons, acceleration	Admin, Instructional Coaches, Content Leads, Teachers	August 2024- May 2025	100% of the math teachers will implement data protocols in their PLCs	70% of the students will score a level of profiency on the Common Formative Assessments (CFA) and bi-weekly assessment
Monitor lesson plans, implementation of the instructional framework	Admin, Instructional Coaches, Content Leads/Department Chairs, Teachers	August 2024- May 2025	100% of the math teachers will plan collaboratively, receive feedback on lesson plans, create practice scripts of the lesson rollout. Teachers will execute lessons as planned in the PLCs	70% of the students will score a level of profiency on the Common Formative Assessments (CFA) and bi-weekly assessment
Monitor lesson internalization and practice of lessons and practice implementation, data analysis, reteaching models for remediation and acceleration	Admin, Instructional Coaches, Content Leads/Department Chairs, Teachers	August 2024- May 2025	100% of teachers will receive utilize lesson internalization	70% of the students will score a level of profiency on the Common Formative Assessments (CFA) and bi-weekly assessment

Numeracy Sub-Group Action Steps

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Scheduling ELLs in the same math class to provide intentional support and specific strategies to support WIDA standards	Admin, Instructional Coaches, ELL teacher and content teachers	August 2024-May 2025	100% of teachers will attend professional development and provide support to ELL students	70% of the students will score a level of profiency on the Common Formative Assessments (CFA) and bi-weekly assessment.
Providing specially designed instruction (SDI) for SWD students	SELT, Admin, IRR and content teachers	August 2024-May 2025	100% of teachers will attend the professional development for SDI and provide support for SWD students	70% of the students will score a level of profiency on the Common Formative Assessments (CFA) and bi-weekly assessment

Whole Child Action Steps

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
Implement Restorative Practices and PBIS for all students grades 6-8	Admin, SSDS, Teachers, Counselors, Behavior Specialist, Support Staff, PBIS MTL	August 2024 -May 2025	100% of teachers will implement Restorative Practices and PBIS as monitored by monthly PBIS walkthroughs	The OSS rate will decrease to 1.0 %
Provide monthly professional development on identified PBIS interventions and supports (maximize structure, student engagement, responding to inappropriate behavior)	PBIS MTL, Admin, Counselors, WCI Team	August 2024 -May 2025	100% of teachers will attend professional development for PBIS	The OSS rate will decrease to 1.0 %
Continue to implement Wrap Around Services to include Family Ties, Community in Schools, Big Brother/Big Sisters, Girl Scouts, TRIO, UPS, Future Seekers	WCI Team, Counselors, SSW, Admin	August 2024 -May 2025	100% of faculty and staff will recommend students for Wrap Around Services as needed	The OSS rate will decrease to 1.0 %

Whole Child Sub-Group Action Steps

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness
MTSS Data Meetings for Tier 2 and Tier 3 students	MTSS Coordinator	August 2024 -May 2025	Teachers and WCI Team members will attend 100% of assigned meetings	The OSS rate will decrease to 1.0%
Host Parent Universities and monthly conferences to teach parents about SEL, wrap around resources and intervention programs, and follow up with support	Parent Liaison, Admin, SSW, Counselors, Behavior Specialist, Community in Schools	August 2024 -May 2025	Support staff will attend 100% of conferences and follow up with support	The OSS rate will decrease to 1.0%

Action Steps

- All action steps mentioned are currently in progress
- Will continue to implement action steps until May 2025

Resources/Support/Personnel Needed

- Continued support from district leaders in Teaching and Learning
- Math and reading tutors
- Student, teacher, and parent incentives
- Additional family engagement
- Additional mentoring opportunities for male students

Data Discussion

GO Team Discussion: Data Protocol

- What do you notice?

- What are your wonderings?

- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?

- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?

- What additional questions do you have?

FALL MAP RESULTS: MATH (MS) GROWTH COMPARISON

MAP Growth Achievement Level Predictions by School

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8
(*Reading tests taken in Spanish are not given a GAMAS Achievement Level)
click in a school or district row to see grade level performance if there are above 10 students per grade

Data updates nightly during test window.

Achievement Sort
Proficient & Above

Window
Fall 2024-2025

Exam
Math

Associate Superintendent
(All)

Cluster
(All)

Tested Grade
(Multiple values)

School
(All)

SWD
(All)

Gifted
(All)

EL Status
(All)

Ethnicity
(All)

Gender
(All)

School	Window	Exams				
DISTRICT	Fall 2024-2025	7,133	38%	37%	16%	10%

School	Window	Exams				
Howard	Fall 2024-2025	1,061	14%	23%	28%	35%
Sutton	Fall 2024-2025	1,554	19%	40%	25%	15%
BEST MS/HS	Fall 2024-2025	128	30%	44%	23%	4%
King	Fall 2024-2025	817	39%	38%	18%	5%
Hank Aaron	Fall 2024-2025	16	69%		13%	19%
CSK	Fall 2024-2025	185	30%	54%	14%	
Bunche	Fall 2024-2025	618	48%	41%	9%	
Young	Fall 2024-2025	611	50%	40%	7%	
H Russell	Fall 2024-2025	316	50%	41%	8%	
Long	Fall 2024-2025	606	57%	34%	8%	
Sylvan	Fall 2024-2025	412	53%	40%	7%	
Invictus	Fall 2024-2025	630	61%	33%	6%	
Hollis	Fall 2024-2025	183	54%	40%	6%	

Distinguished= 2%
Proficient =9%
Developing=41%
Beginning=48%

FALL MAP RESULTS: READING (MS) GROWTH COMPARISON

Achievement Sort
Proficient & Above ▾

Window ▾
Fall 2024-2025 ▾

Exam 🔻 ▾
Reading ▾

Associate Superintendent
(All) ▾

Cluster
(All) ▾

Tested Grade
(Multiple values) ▾

School
(All) ▾

SWD
(All) ▾

Gifted
(All) ▾

EL Status
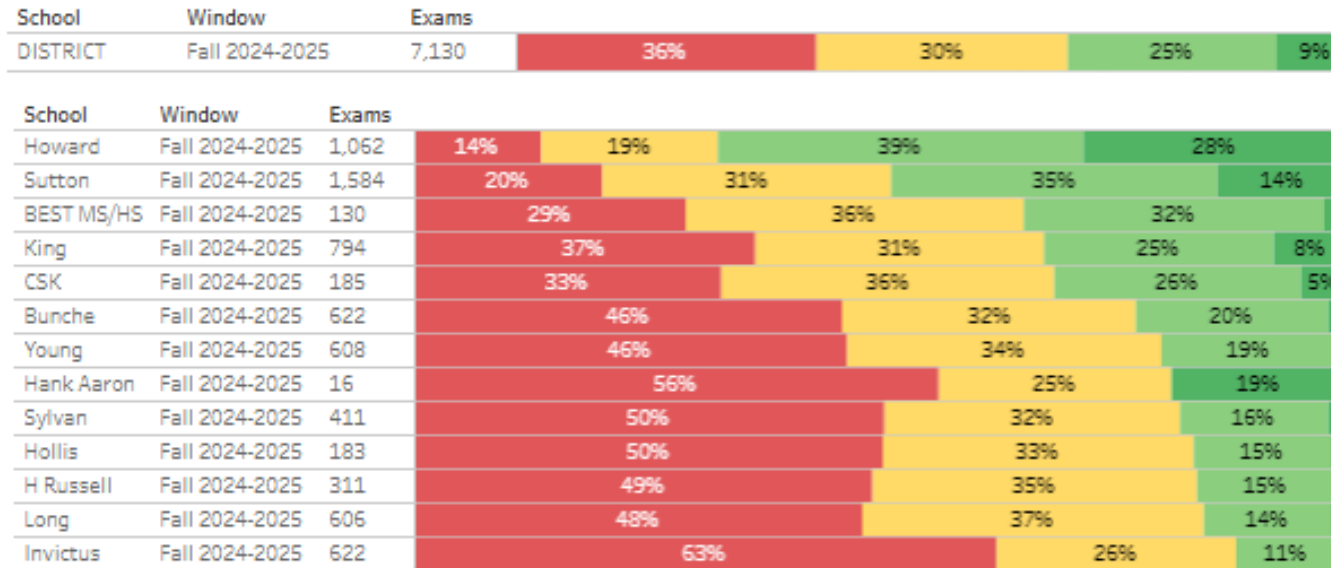(All) ▾

Ethnicity
(All) ▾

Gender
(All) ▾

MAP Growth Achievement Level Predictions by School

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8
(*Reading tests taken in Spanish are not given a GAMAS Achievement Level)
click in a school or district row to see grade level performance if there are above 10 students per grade

Data updates nightly during test window.

School	Window	Exams				
DISTRICT	Fall 2024-2025	7,130	36%	30%	25%	9%

School	Window	Exams				
Howard	Fall 2024-2025	1,062	14%	19%	39%	28%
Sutton	Fall 2024-2025	1,584	20%	31%	35%	14%
BEST MS/HS	Fall 2024-2025	130	29%	36%	32%	
King	Fall 2024-2025	794	37%	31%	25%	8%
CSK	Fall 2024-2025	185	33%	36%	26%	5%
Bunche	Fall 2024-2025	622	46%	32%	20%	
Young	Fall 2024-2025	608	46%	34%	19%	
Hank Aaron	Fall 2024-2025	16	56%	25%	19%	
Sylvan	Fall 2024-2025	411	50%	32%	16%	
Hollis	Fall 2024-2025	183	50%	33%	15%	
H Russell	Fall 2024-2025	311	49%	35%	15%	
Long	Fall 2024-2025	606	48%	37%	14%	
Invictus	Fall 2024-2025	622	63%	26%	11%	

Distinguished= 2%
Proficient =20%
Developing=32%
Beginning=46%

Achievement Level Gamas
■ Distinguished
■ Proficient
■ Developing
■ Beginning

FALL MAP RESULTS: SUBGROUPS (ALL GRADES)

Subgroup Comparison Group
Ethnicity

School
(All)

Window
(Multiple values)

Exam
(All)

Grade
(All)

Choose Aggregate Level
Proficient and Above
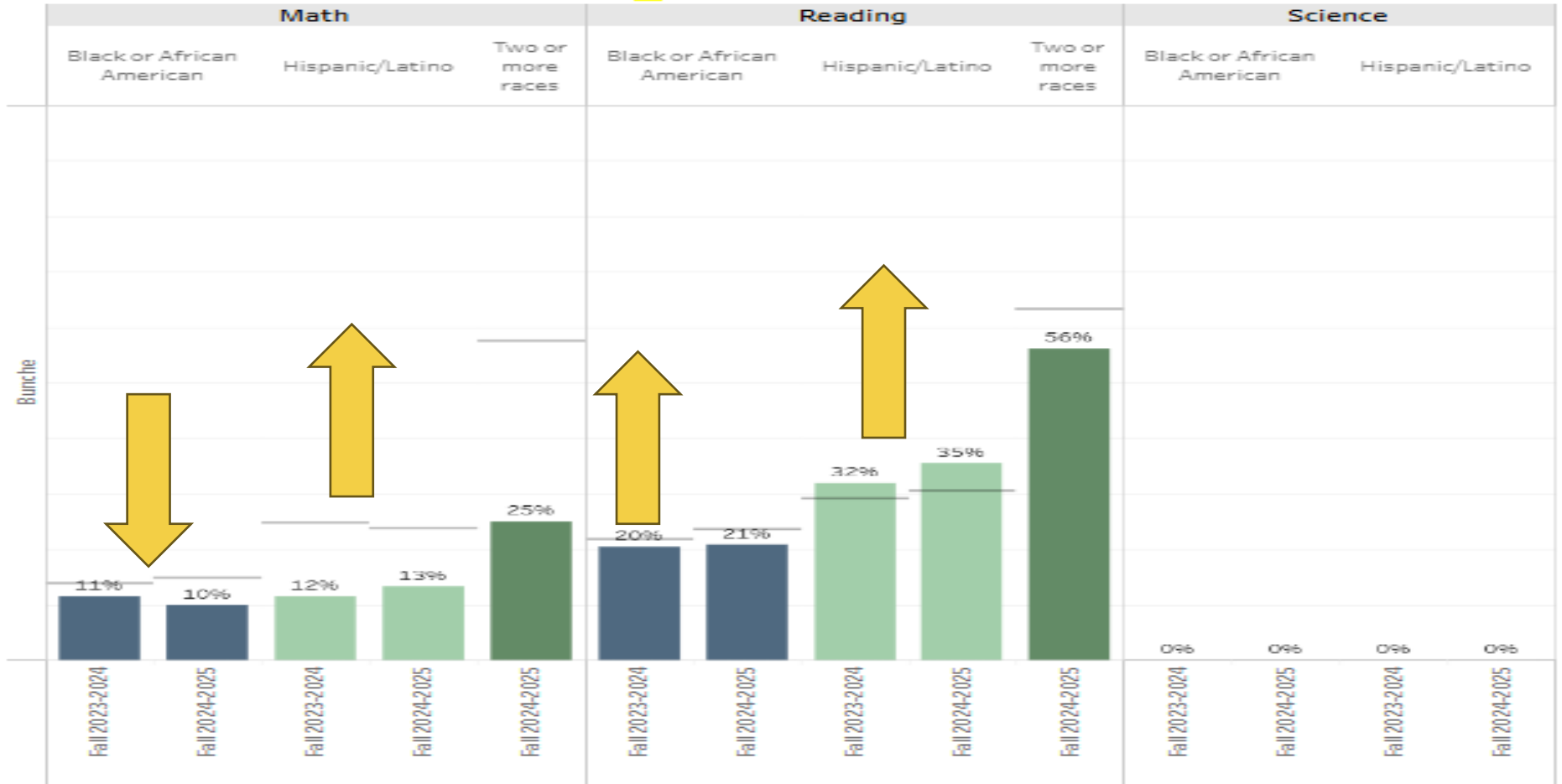
Subgroup Comparison
- Black or African American
- Hispanic/Latino
- Two or more races

Figures are suppressed for subjects/groups with less than 10 tests.

MAP Growth Subgroup Comparison (Proficient and Above): **Bunche**
Achievement level comparisons exists for Grades 2-8 ONLY. Use Avg Test Percentile for other grades.
The horizontal lines ————— represent the district average in each category.

	Math			Reading			Science	
	Black or African American	Hispanic/Latino	Two or more races	Black or African American	Hispanic/Latino	Two or more races	Black or African American	Hispanic/Latino

Math: Black or African American — Fall 2023-2024: 11%, Fall 2024-2025: 10%; Hispanic/Latino — Fall 2023-2024: 12%, Fall 2024-2025: 13%; Two or more races — Fall 2024-2025: 25%

Reading: Black or African American — Fall 2023-2024: 20%, Fall 2024-2025: 21%; Hispanic/Latino — Fall 2023-2024: 32%, Fall 2024-2025: 35%; Two or more races — Fall 2024-2025: 56%

Science: Black or African American — Fall 2023-2024: 0%, Fall 2024-2025: 0%; Hispanic/Latino — Fall 2023-2024: 0%, Fall 2024-2025: 0%

FALL MAP RESULTS: SUBGROUPS 6TH GRADE
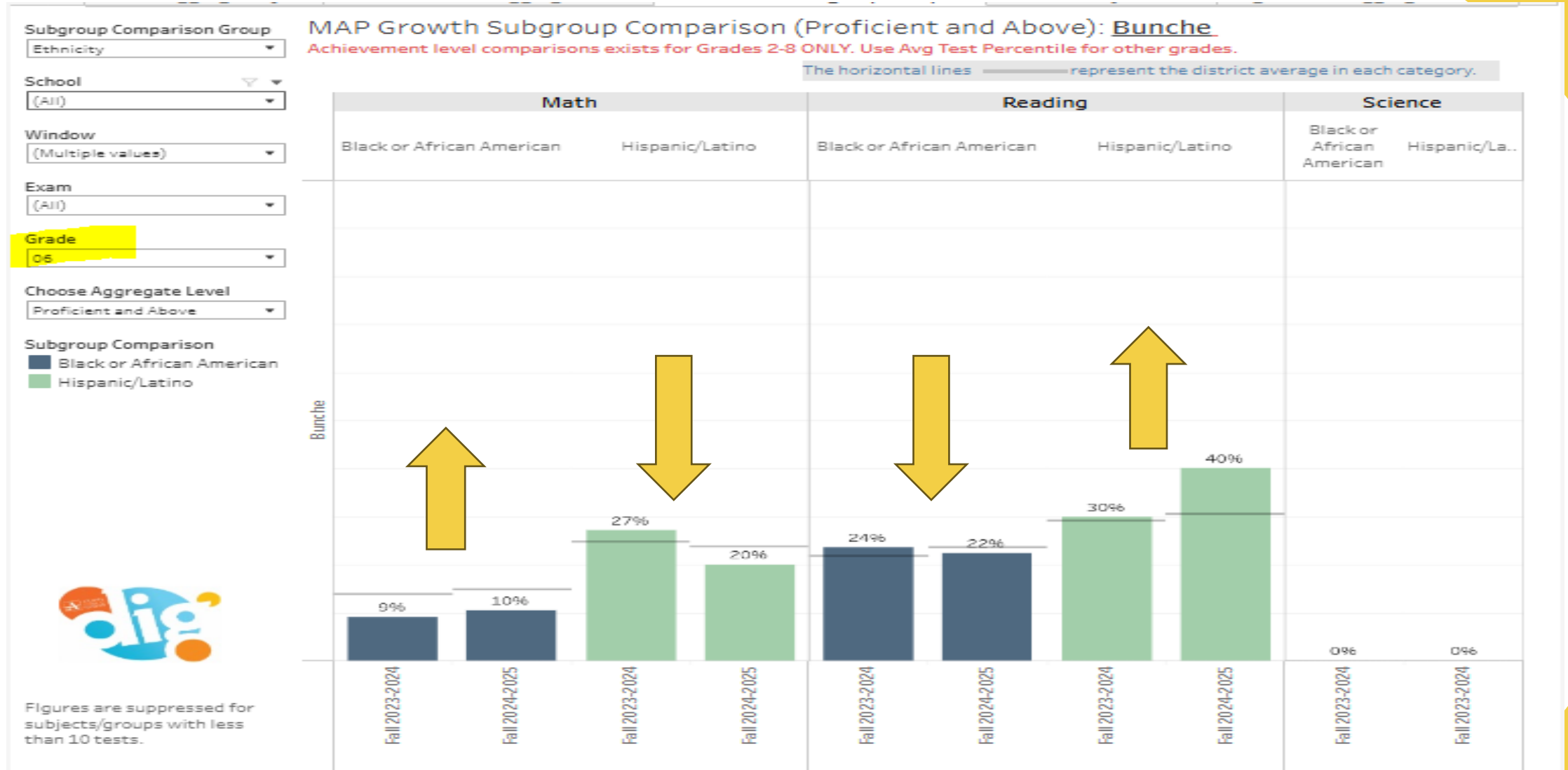
FALL MAP RESULTS: SUBGROUPS 7TH GRADE

FALL MAP RESULTS: SUBGROUPS 8TH GRADE
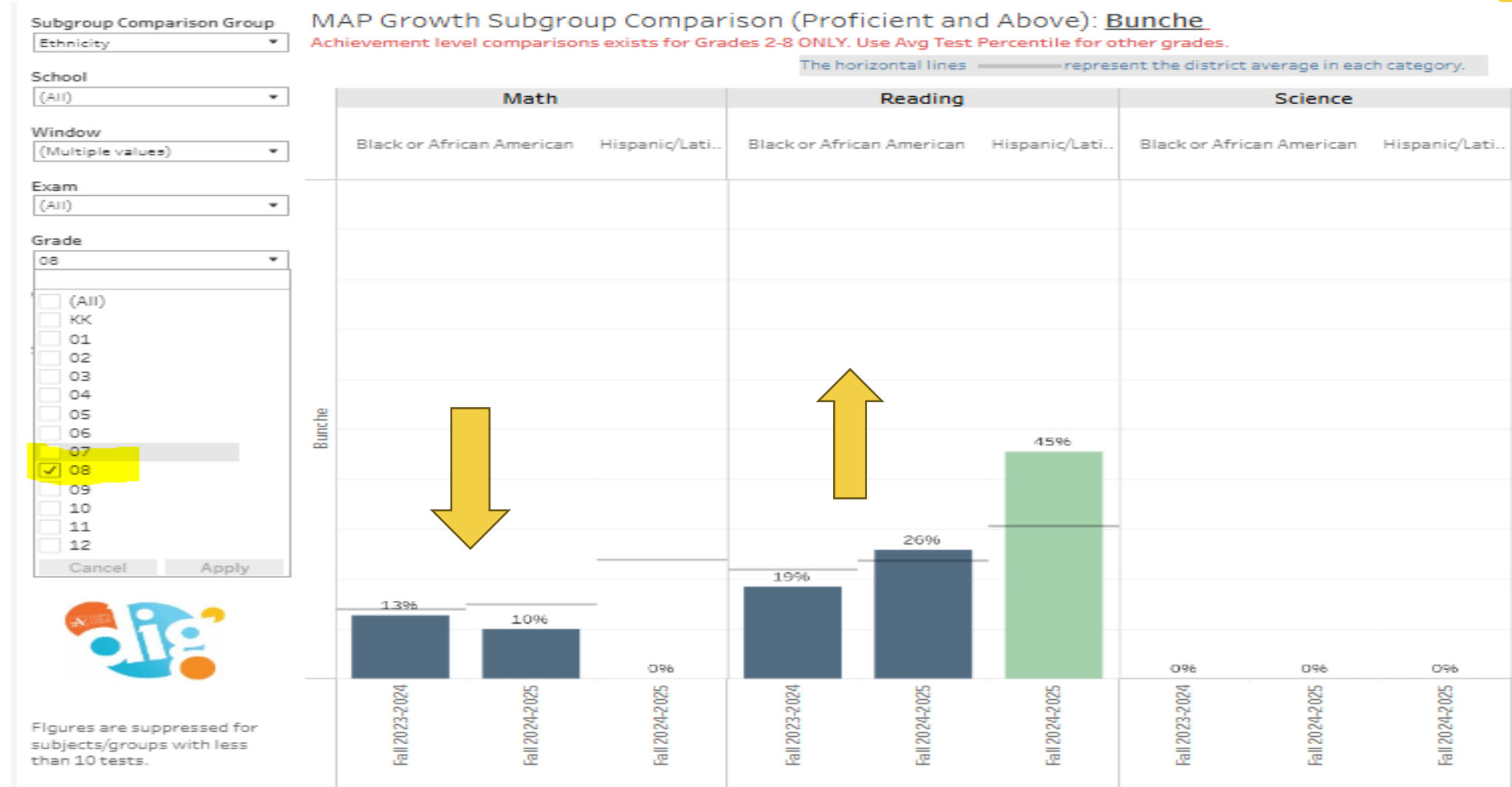
FALL MAP RESULTS: SUBGROUP→ DSE MATH

FALL MAP RESULTS: SUBGROUP--> DSE READING

Sort Students by:
RIT Score ▼

Grade
(All) ▼

Window
Fall 2024-2025 ▼

Exam
Reading ▼
☐ (All)
☐ Math
☑ Reading
Cancel   Apply

SWD
Y ▼

Gifted
(All) ▼

EL Status
(All) ▼

Ethnicity
(All) ▼

Gender
(All) ▼

Dual Language Immersion
(All) ▼

Predicted Proficiency Level
🟩 Distinguished
🟩 Proficient
🟨 Developing
🟥 Beginning

MAP Growth Achievement Level Predictions by Grade ⓘ
Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English
click a grade-level or section to generate a list of students in that category combination below

School	Window	Grade	Exam	Exams		
Bunche	Fall 2024-2025	06	Reading	15	87%	13%
		07	Reading	25	72%	24%
		08	Reading	29	90%	

6th grade
Developing 13%

7th grade
Proficient 4%
Developing 24%

8th grade
Distinguished 3%
Proficient 3%
Developing 3%

ROOT CAUSE and NEXT STEPS

Decrease in MATH	Next Steps to Increase in scores
New curriculum	Data Analysis and Planning
Summer slide-recommended students didn't attend summer school	Spiral unmastered standards in daily warm up
	Teach domains Algebra and Number Sense during intervention

Decrease in READING	Increase in scores
Comprehension skills, inference and vocabulary	Data Analysis and Planning
Student Apathy or Lack of Stamina	Spiral unmastered standards in daily warm up
Test Anxiety	Student Incentives

WINTER MAP ADMINISTRATION
DECEMBER 3, 4, 5, 2024

GO Team Discussion: Data Protocol

- What do you notice?

- What are your wonderings?

- Based on our school's trend data from MAP assessments and end-of-year test assessments, which student sub-groups and grade levels showed the most significant gaps or unexpected trends?

- Based on our school's trend data from MAP assessments, Milestones and other indicators, are there specific trends that require more focused attention?

- What additional questions do you have?

Strategic Plan Progress

Activity & Discussion

What progress has been made towards the priorities identified in our Strategic Plan? What evidence/data do we have?

Based upon available data, are there any other adjustments we need to make to the Strategic Plan?

School Strategic Priorities

1. Recruit, train and retain effective teaching staff and recruit high quality staff.
2. Increase student growth in reading and math
3. Implementation of the IB curriculum

4. Implement social and emotional learning programs to develop strong school stakeholders

5. Implement professional learning, and resources for staff

6. Implement incentives, wellness strategies and resources for staff

SMART Goals

1. To increase the number of full academic year students scoring proficient or above on the **2025 ELA GMAS** by 5% (from 18.5% to 23.5%) from the 2024 GMAS

2. To increase the number of full academic year students scoring proficient or above on the **2025 math GMAS** by 5% from (11.3.% to 16.3%) the 2024 GMAS

3. To increase ADA by at least 5% (from 89.6% to 95%) by Spring 2025

Ralph J. Bunche Middle School

Mission: *Through rigorous learning experiences, and a challenging international educational program, RJBMS will develop 21st century lifelong learners who are competent, caring and contributing members of a global society prepared for high school and beyond.*

Vision: *Our vision at RJBMS is to enhance and support the development of all stakeholders and provide an educational and professional experience that will increase their love of learning and professional*

SMART Goals

To increase the number of full academic year students scoring proficient or above on the 2025 ELA GMAS by 5% (from 18.5% to 23.5%) from the 2024 GMAS

To increase the number of full academic year students scoring proficient or above on the **2025 math GMAS** by 5% from (11.3.% to 16.3%) the 2024 GMAS

To increase ADA by at least 5% (from 89.6% to 95%) by Spring 2025

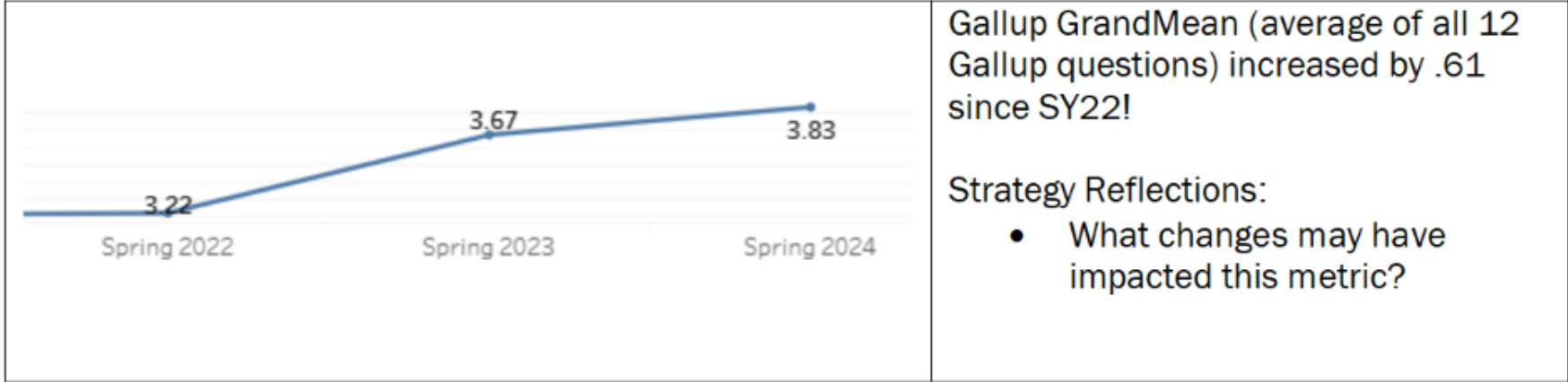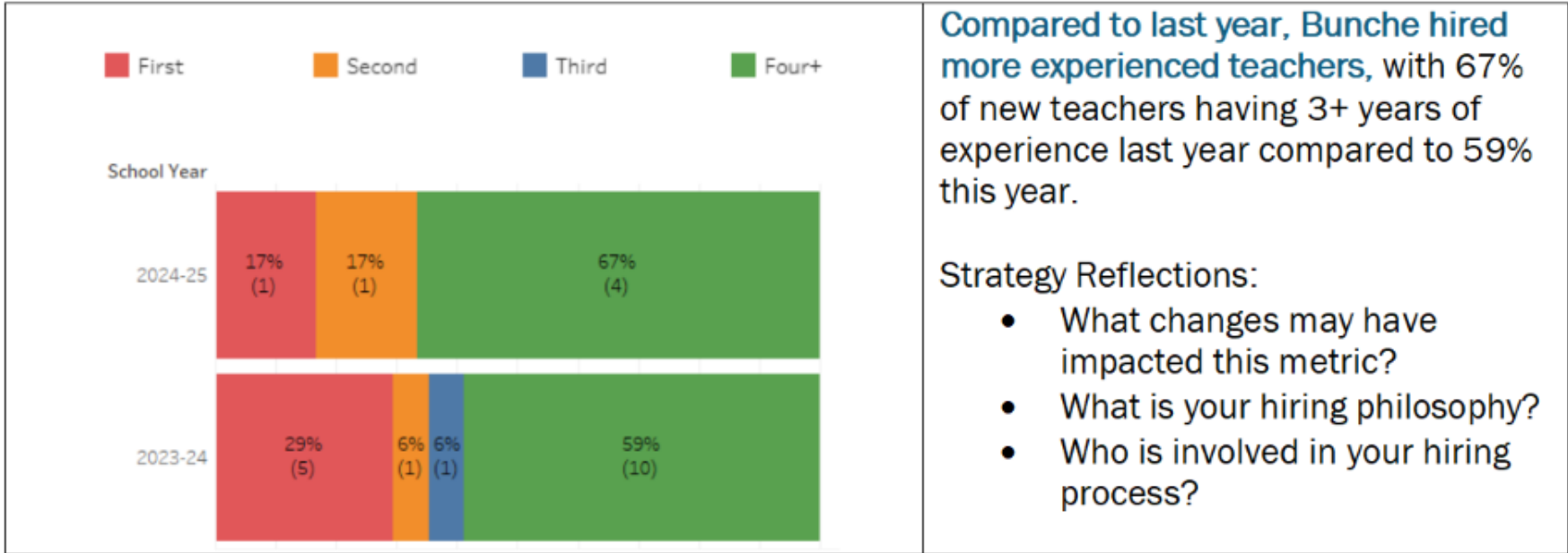| APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	1. Recruit, train and retain effective teaching staff and recruit high quality staff. 2. Increase student growth in reading and math 3. Implementation of the IB curriculum	1. Use a balanced system of assessments to include diagnostic, formative and summative to monitor learning and guide instruction 2. Identify teachers with the highest growth to pair with students with the greatest need 3. Build teacher instructional capacity through ongoing professional learning that provides time and resources for teachers to grow in the content knowledge, pedagogy, increasing rigor, inquiry based instruction, fully implement the IB MYP Framework, and implement weekly PLCs led by instructional coaches, PLC leads and administrators
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	4. Implement social and emotional learning programs to develop strong school stakeholders	4. Implement an advisory program and daily advisement courses to incorporate SEL, student surveys, restorative practices, trauma informed strategies and check and connect 5. Increase student support with small groups led by counselors, social worker, behavior specialist, and SSDS
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	5. Implement professional learning, and resources for staff	6. Provide professional learning and support for all teachers, and mentors for new teachers 7. Provide the structure, support and opportunities to build the instructional capacity of staff
Creating a System of School Support Strategic Staff Support Equitable Resource Allocation	6. Implement incentives, wellness strategies and resources for staff	8. Incorporate programs to include emotional, financial, physical support, fitness challenges and incentives

Significant HR Accomplishments & Strategies at Bunche

Gallup GrandMean Increased!

3.22 (Spring 2022) → **3.67** (Spring 2023) → **3.83** (Spring 2024)	Gallup GrandMean (average of all 12 Gallup questions) increased by .61 since SY22! Strategy Reflections: • What changes may have impacted this metric?

Hired More Experienced Teachers!

Legend: First, Second, Third, Four+ School Year **2024-25:** 17% (1) First, 17% (1) Second, 67% (4) Four+ **2023-24:** 29% (5) First, 6% (1) Second, 6% (1) Third, 59% (10) Four+	**Compared to last year, Bunche hired more experienced teachers,** with 67% of new teachers having 3+ years of experience last year compared to 59% this year. Strategy Reflections: • What changes may have impacted this metric? • What is your hiring philosophy? • Who is involved in your hiring process?

Improved Working Conditions for All Teachers!

Survey Question	SY2024	Talent Pulse results increased significantly in key areas!
New Teacher Support	5.1% — 83.9%	Strategy Reflections:
Plan to Stay	4.4% — 71.8%	• What changes may have impacted this metric?
Feel Connected	3.4% — 89.6%	

Retained a higher percentage of higher performing teachers!

■ Left   ■ Moved   ■ Stayed

Retention by TKES Percentile

TKES Percentile

Middle 80%: 19% (5) | 78% (21)

Bottom 10%: 33% (2) | 17% (1) | 50% (3)

Bunche retained more higher performing teachers (78%) compared to 50% of lower performing teachers.

Strategy Reflections:
- What changes may have impacted this metric?

INTERVENTION BLOCK

DAILY

9:15 AM **Announcements**

9:15 AM - 9:30 AM **Drop Everything and Read**

MONDAYS

9:30 AM - 9:55 AM **SEL (360 Lesson and Circle)**

TUESDAYS & WEDNESDAYS

9:30 AM - 9:55 AM **Intervention Reading**

THURSDAYS & FRIDAYS

9:30 AM - 9:55 AM **Intervention Math**

- 9:15-9:55 AM Daily

Intervention/Enrichment on iReady
- MATH 50 minutes/week
- READING 50 minutes/week

Students assigned based on iReady diagnostic assessment

Activity & Discussion

What progress has been made towards the priorities identified in our Strategic Plan? What evidence/data do we have?

- Retaining Faculty & Staff (Shout Outs, varied monthly recognition, professional learning, conferences-GAETC, new teacher mentors)
- Decreased Suspensions
- Increased Restorative Practices
- Increased Student Attendance (incentives)
- School Culture… varied opportunities (Family Ties, Behavior Specialist, BBBS, Girl Scouts, Be the Voice, SGA, ASAS, eSports, S2 club time during the day)
- Continued Professional Learning: SDI, Co-Teaching, Effective Questioning for rigor
- Time Stamped Lessons…Daily Exit Ticket
- Teacher Coaching Cycles
- Professional Library showcasing teacher skills
- Monthly emotional and financial professional learning

Based upon available data, are there any other adjustments we need to make to the Strategic Plan?

- Small group instruction
- Continued emphasis and training on alternative co-teaching model
- Increase teaching strategies, especially SDI and GATE
- Begin fitness challenges and incentives
- Spiral unmastered standards as daily Do Now
- Teach math domains (Algebra and Number Sense) during Intervention block

Updates to the Strategic Plan 11/12/24

1. Recruit, train and retain effective teaching staff and recruit high quality staff.
2. Increase student growth in reading and math
3. Implementation of the IB curriculum
4. Implement professional learning, and resources for staff
5. Implement social and emotional learning programs to develop strong school stakeholders
6. Implement incentives, wellness strategies and resources for all stakeholders

Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on its updated Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.
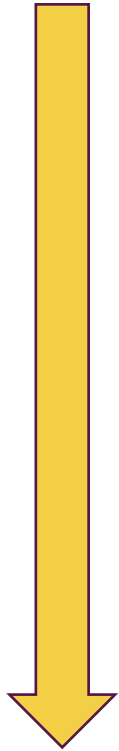
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Preparing for Budget Development

Discussion

Strategic Plan Priority Ranking

In preparation for the 2025-2026 Budget Development (January–March 2025), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher

Lower

1. Recruit, train and retain effective teaching staff and recruit high quality staff.
2. Increase student growth in reading and math
3. Implementation of the IB curriculum
4. Implement professional learning, and resources for staff
5. Implement social and emotional learning programs to develop strong school stakeholders
6. Implement incentives, wellness strategies and resources for all stakeholders

Action on the Strategic Plan Priorities

The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

Where we're going

At our next meeting we will begin the discussion of the 2025-2026 budget.

Let me or the Chair know of any additional information you need for our future discussion.

Principal's Corner

Digital gallery of the interdisciplinary unit created by Ms. Arroyo and Mrs. Denson Hispanic Heritage month
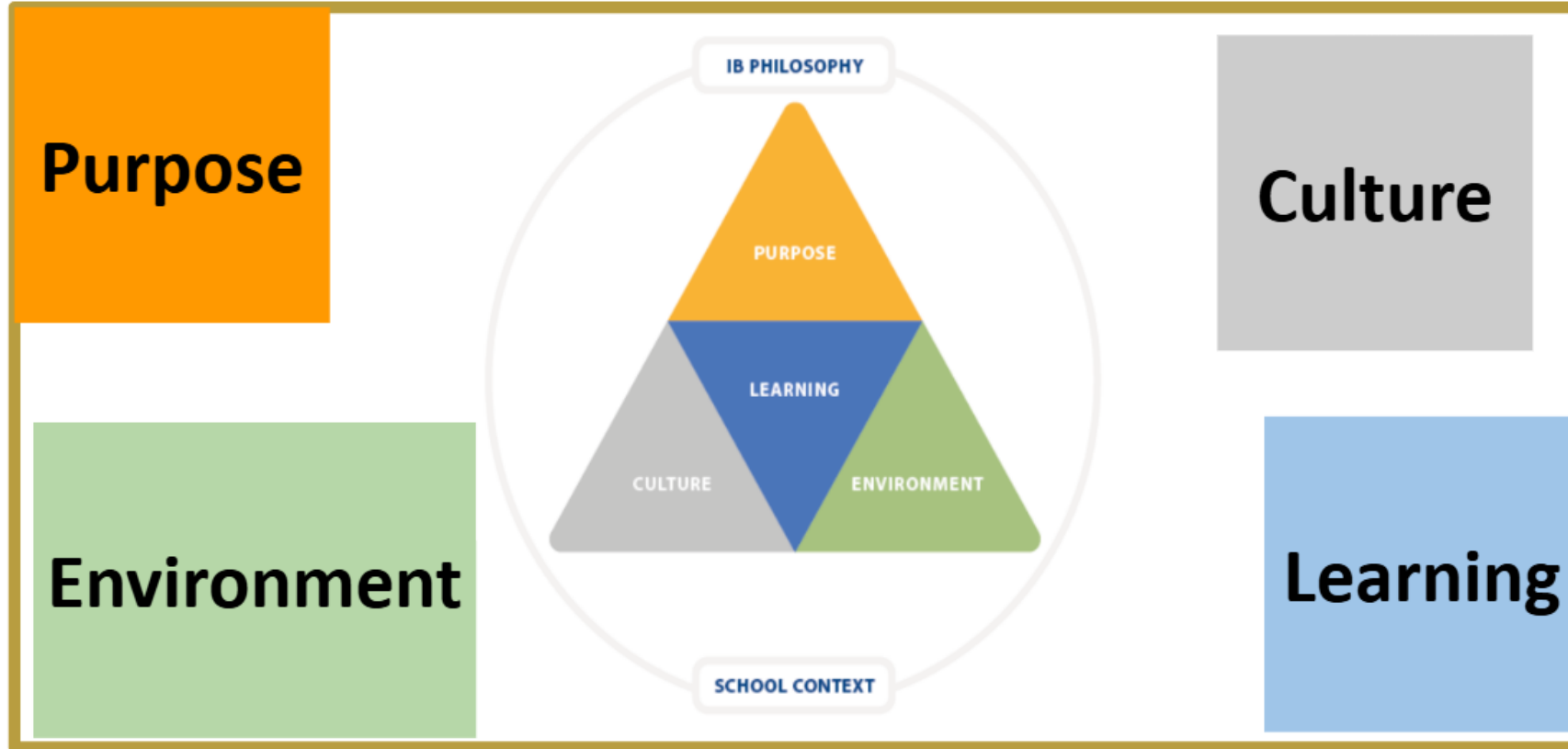
https://www.canva.com/design/DAGVW1zlZ7s/CazU_aGeK-R37Xrbg_fiLw/watch?utm_content=DAGVW1zlZ7s&utm_campaign=designshare&utm_medium=link&utm_source=editor

IB Evaluation Team

- Engages in reflective conversations
- Researches school processes
- Assesses development of IB standards and practices
- Suggests areas for future development

IB Standards and Practices

Purpose

Culture

Environment

Learning

IB PHILOSOPHY

PURPOSE

LEARNING

CULTURE

ENVIRONMENT

SCHOOL CONTEXT

Areas to celebrate

The school leadership is commitmented to the philosophy of the IB	The celebration of the learner profile, international mindedness with the celebration of Hispanic heritage and the Art in school Project.	One to one device and electronic board in each classroom.
All students are IB learners in our school and our teachers and students are knowledgeable about our integrity policy.	The teachers have fostered positive relationships that support student learning	Support of students through SEL, behavior specialist intervention, tutorial for remediation

Areas for improvement

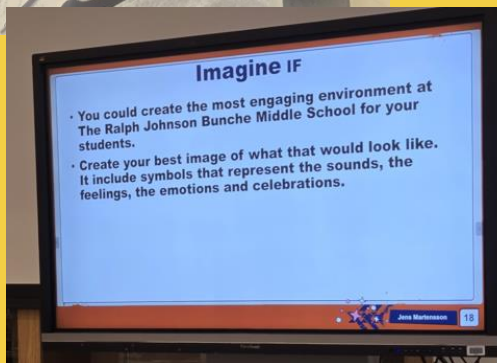|		
Increased opportunities for parent involvement during policy review and revision	Integration of concept based teaching and interdisciplinary collaboration with focus on inclusion.	Integrating the school's strategic plan with the IB program development plan will optimize resource allocation and ensure a more efficient deployment of assets.
Increased opportunities and guidance for the community project and service as action	We must increase opportunities for teacher training in differentiation and the implementation of the IB framework.	By aligning Georgia State Standards with IB standards, we can create a more efficient and standardized grading process.

IBlong at Bunche

RALPH J. BUNCHE MIDDLE SCHOOL

CERTIFICATE

OF

ACHIEVEMENT

This award recognizes your achievement of
DISTINGUISHED on the Fall MAP test! Great work!

Kimberly Whitfield
Principal

LANGUAGE ARTS

MATH

SCIENCE

Social Studies

Imagine IF

· You could create the most engaging environment at
The Ralph Johnson Bunche Middle School for your
students.

· Create your best image of what that would look like.
It include symbols that represent the sounds, the
feelings, the emotions and celebrations.

Middle Years Programme

Thank you