

SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

Haralson County Middle School/Jodi Cash

NAME OF DISTRICT/SUPERINTENDENT:

Haralson County School District/Dr. Jerry Bell

- Comprehensive Support School* *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School*
 Non-Title I School *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____
(Title 1 Schools only)

Division of School and District Effectiveness | School Improvement PLAN

Planning Committee Members (SWP 8, 16)	Position/Role	Signature
Jodi Cash	Principal	
Bill Robinson	Assistant Principal	
Kim Causey	Assistant Principal	
Wendy Worthy	Counselor	
Ashley Coggins	Math Content Collaborator	
Pam Stack	ELA Content Collaborator	
Malena Rice	Unify & Online Assessment Coordinator	
Amy Duke	SS Content Collaborator & 6 th Hall Leader	
Brenda Baker	Science Content Collaborator	
Vicki Carter	7 th Grade Hall Leader	
Halley Wade	8 th Grade Hall Leader	
Phillip Young	Gifted & Data Coordinator	
Donna Clark	RTI Coordinator & Graduate 1 st Team Leader	
Laura Murphy	Connections Leader	
Toni Patterson	Lead Tier IV Teacher	
Maegan Rutherford	STEM Coordinator	
Amber Crumbley	School Governance Team Teacher Representative	
Deanna Garrett	School Governance Team Teacher Representative	
Danita Brooks	School Governance Team Business Representative	
Candy Chandler	School Governance Team Parent Representative	
Brian Walker	School Governance Team Business Representative	

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on __N/A_____.

Please indicate the programs that are consolidated in this plan: _____ Title I, Title II, Title III, Title VI-B RLIS, and Title VI-B IDEA, and McKinney-Vento

School Designated as a Priority School __NO__(Yes or No)

School Designated as a Focus School ___NO_ (Yes or No)

Needs Assessment/Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Increase the weighted performance of students performing at levels 2, 3, and 4 on GMAS in ELA, math, science, and social studies (CCRPI Content Mastery)</p>	<p>Spring 2018, 2017, & 2016 GMA & GAA Data HCMS 2017 CCRPI Component Comparison HCMS 2017 CCRPI Indicators Comparison GMA Achievement by Content Area & Grade Level-HCMS vs State 2017 & 2016 GMA Content Area Summary-HCMS vs RESA vs State 2018-2016 Comprehensive Needs Assessment FY18</p>	<p>Administrative Team Leadership Team School Governance Team Teachers Parents Community Members District Office Personnel</p>	<p>Open House-Copies of Plans Available & Feedback Solicited HCMS Website-Plans Posted for Review Title I Meeting, SGT Meeting, Parents As The Students Night, & STEM Night College & Career Academy Committee Meetings Brochures-Available in Parent Resource Center Remind-Reminder to Review Plans on HCMS Website Facebook-Link to Plans Hard Copies Available in Front Office Upon Request HCMS Snapshot Posters Posted at HCMS & HCSS District Office</p>
<p>Increase the percentage of students achieving a Student Growth Percentile (SGP) 41 or greater on GMAS in ELA & Math (CCRPI Progress)</p>	<p>EOQA 1, 2, & 3 Growth Reports Spring 2017 GMA HCMS Percentage of Students with SGPs 35 or Higher 2017-2014 (old indicator) SGPs 2017 & 2016 by Low, Typical, & High Growth HCMS vs State Average (old indicator) School Climate Component Comparison 2017 & 2016 Yearly Attendance Reports for Staff & Students</p>	<p>Administrative Team Leadership Team School Governance Team Teachers Parents Community Members District Office Personnel</p>	<p>Open House-Copies of Plans Available & Feedback Solicited HCMS Website-Plans Posted for Review Title I Meeting, SGT Meeting, Parents As The Students Night, & STEM Night College & Career Academy Committee Meetings Brochures-Available in Parent Resource Center Remind-Reminder to Review Plans on HCMS Website Facebook-Link to Plans Hard Copies Available in Front Office Upon Request HCMS Snapshot Posters Posted at HCMS & HCSS District Office</p>

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	Comprehensive Needs Assessment FY18		
Increase the weighted performance of all sub-groups (specifically ED & SWD) on GMAS in ELA, math, science, and social studies (CCRPI Closing Gaps)	Spring 2017 Sub-Group Achievement Rates GADOE's 3% & 6% Improvement Targets for HCMS Spring 2018 Sub-Group Achievement Rates Spring 2017 & 2018 State & School Summary of All Student Populations Comprehensive Needs Assessment FY8	Administrative Team Leadership Team School Governance Team Teachers Parents Community Members District Office Personnel	Open House-Copies of Plans Available & Feedback Solicited HCMS Website-Plans Posted for Review Title I Meeting, SGT Meeting, Parents As The Students Night, & STEM Night College & Career Academy Committee Meetings Brochures-Available in Parent Resource Center Remind-Reminder to Review Plans on HCMS Website Facebook-Link to Plans Hard Copies Available in Front Office Upon Request HCMS Snapshot Posters Posted at HCMS & HCSS District Office
Increase the number of students achieving a Lexile score at or above the midpoint of the grade level stretch bands on the GMA in ELA (CCRPI Readiness)	Spring 2018 GMA Lexile Scores Spring 2017 GMA Lexile Scores STAR Reading Assessment Data GMA Content Area Summary-HCMS vs RESA vs State 2018-2016 2015-2017 HCMS Lexiles vs State Average (old indicator) Comprehensive Needs Assessment FY18	Administrative Team Leadership Team School Governance Team Teachers Parents Community Members District Office Personnel	Open House-Copies of Plans Available & Feedback Solicited HCMS Website-Plans Posted for Review Title I Meeting, SGT Meeting, Parents As The Students Night, STEM Night College & Career Academy Committee Meetings Brochures-Available in Parent Resource Center Remind-Reminder to Review Plans on HCMS Website Facebook-Link to Plans Hard Copies Available in Front Office Upon Request HCMS Snapshot Posters Posted at HCMS & HCSS District Office

SMART GOAL #1:

CCRPI Content Mastery: The total weighted percentage of students scoring at levels 2, 3, & 4 on the Georgia Milestones Assessment in:

- **ELA** will increase from 57.45% in FY18 to 59% in FY 19.
- **Math** will increase from 67.6% in FY 18 to 69% in FY 19.
- **Science** will increase from 59.19% in FY 18 to 61% in FY 19.
- **Social Studies** will increase from 68% in FY18 to 70% in FY19.

Student Group (All or Subgroup), Parents, Teachers (SWP 9)	Evidence based for any "programs"	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
ALL Students	P	<ul style="list-style-type: none"> ● Engage collaborative learning teams in PLCs (promising) to study GADOE curriculum, instruction, and assessment resources, including the GMA Achievement Level Descriptors and Item Scoring Samplers ● Conduct a review of current curriculum documents to ensure they reflect the cognitive demands of the standards ● Review common assessments to ensure they reflect both the demands of the standards and the manner in which the standards will be assessed on GMAS ● Engage in in weekly collaborative planning, common assessment development, data analysis, & content specific PLCs ● Develop & implement high quality lesson plans that provide adequate differentiation and effective instructional strategies 	Weekly Collaborative Planning Protocol & Agenda Lesson Plans with Differentiation Common Assessments (Unit & Benchmarks) MAP Reports Unify Benchmark Reports HC RTI & Graduate 1 st Progress	School Leaders Demonstrate: The ability to articulate strengths & weaknesses identified in each content area on the GMA as well as goals & actions for increasing the percent of students scoring at DL or above. Teachers Demonstrate: The ability to identify strengths & weaknesses in content specific data and describe their instructional goals for meeting learning targets with all students. Students Demonstrate: The ability to articulate their knowledge of content standards, learning goals, and progress toward learning goals. Parents Demonstrate: The ability to communicate with their child and their child's	Administrative Team Leadership Team Content Achievement Teams Data Teams Content Collaborators RTI & SSIP Team	Title I Title IIA & State PD Funds Title VI-B RLIS Technology Funds Title IV-A QBE & Charter Funds

	P	<ul style="list-style-type: none"> ● Provide ongoing monitoring & performance feedback to drive the change needed to increase student learning ● Utilize Chromebooks to administer electronic benchmark assessments 3 times per year, analyze results individually & collaboratively to determine instructional needs, & adjust instructional plans/pacing guides accordingly ● Effectively utilize instructional technology and software (MAP, Moby Max, Brain Pop (Promising), Discovery Education, Nephris, Explore Learning, Scholastic, Reading Ready Toolbox) ● Monitor student progress and recommend students for Reading and/or Math Support classes 	Monitoring Spreadsheets	teacher about student goals and progress.	Unify Coordinator	
	M	<ul style="list-style-type: none"> ● Implement School-Wide Literacy Initiative with fidelity <ul style="list-style-type: none"> ○ Content Integration Through Informational Texts & Novels ○ Weekly Constructed Responses ○ Stem/Root Vocabulary ○ Literacy PL for math, science, and social studies ○ Thinking Maps (Moderate) ● Conduct peer observations in which teachers collaboratively study effective instructional practices ● Implement a system of recognitions and celebrations for students based on performance and <u>improvement</u> in academics and human relations (PBIS & Houses) 	Master Schedule, Support Class Rosters, HS Course Rosters, Advanced Course Rosters, STEM PLCs Agendas & Lesson Plans		Gifted & Data Coordinator	
	P	<ul style="list-style-type: none"> ● Reduce class sizes (6th & 8th Grades) (Promising) 				
	P	<ul style="list-style-type: none"> ● Offer a variety of courses designed to meet the needs of all levels of students (support, regular, advanced, and high school courses) 				
	M	<ul style="list-style-type: none"> ● Implement STEM Initiative & engage in STEM PLCs 			STEM Coordinator	

		<ul style="list-style-type: none"> • Collaborate with Instructional Coaches to monitor and support teaching and learning (Moderate) • Complete e-Learning modules for thinkSRSD (Self-Regulated Strategy Development) & pilot SRSD (6th) 				
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Additional supports for accelerated or academically struggling students (Tiers 2-4): Response to Intervention (RTI), SSIP Mentor Program, Daily Differentiation, Student Conferencing, Benchmark Assessments, Instructional Technology, Reading & Math Supports, Reduced Class Sizes, & Various Course Offerings

Professional learning to support the above goal and action steps: CCRPI Overview, Review of GADOE Instructional & Assessment Resources, Differentiation, STEM, & Literacy Across Contents

Family Engagement Implications: Provide parents with information regarding Lexile measures, MAP Assessment Reports, & STEM Nights

SMART GOAL 2:

CCRPI Progress: The percentage of students achieving a Student Growth Percentile (SGP) of 41 or greater on the Georgia Milestones Assessment in:

- **ELA** will increase by 2% in FY 19.
- **Math** will increase by 2% in FY 19.

Student Group (All or Subgroup), Parents, Teachers (SWP 9)	Evidence based for any "programs"	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
ALL Students	P	<ul style="list-style-type: none"> ● Provide professional learning for teachers & students on what student growth percentiles are, how they are determined, & how they are used ● Engage collaborative learning teams in PLCs (promising) to study GADOE curriculum, instruction, and assessment resources, including the GMA domains, achievement level descriptors, and item scoring samplers ● Collaboratively utilize the protocol for studying the standards and review current curriculum documents to ensure they reflect the cognitive demands of the standards ● Review common assessments to ensure they reflect both the demands of the standards and the manner in which the standards will be assessed on GMAS ● Engage in in weekly collaborative planning, common assessment development, data analysis, & content specific PLCs 	RTI, 504, & IEP Goals & Progress Monitoring Sheets Collaborative Planning & PLC Minutes Results Team Data & Minutes Lesson Plans with Differentiation MAP Reports Unify Reports	School Leaders Demonstrate: The ability to articulate strengths & weaknesses identified in each content area on the GMA as well as goals & actions for increasing the percent of students achieving a 41 or greater SGP. Teachers Demonstrate: The ability to identify strengths & weaknesses in content specific data and describe their instructional goals for meeting learning targets with all students. Students Demonstrate: The ability to articulate their knowledge of content standards, learning goals, and progress toward learning goals.	Administrative Team Leadership Team Content Teams Results Teams RTI, 504, & Tier IV Coordinators Content Collaborators Unify Coordinator Gifted & Data Coordinator	Title I IDEA SPED QBE & Charter Funds Technology Funds Title IV-A

Additional supports for accelerated or academically struggling students (Tiers 2-4):
Response to Intervention (RTI), SSIP Mentor Program, monitor & provide frequent feedback (conferencing), instructional technology, rigorous instructional activities with appropriate level of support, Reading & Math Support, reduced class sizes, & benchmark assessments

Professional learning to support the above goal and action steps:

CCRPI Overview, Student Growth Percentiles, & Review of GADOE Instructional & Assessment Resources

Family Engagement Implications:

Provide information on Student Growth Percentiles to parents & students and provide MAP Assessment reports to inform parents of student progress

SMART GOAL 3:

CCRPI Closing Gaps: The weighted performance of all sub-groups (specifically ED & SWD) will meet or exceed the 3% improvement target on the GMAs in ELA, math, science, and social studies in FY19.

Student Group (All or Subgroup), Parents, Teachers (SWP 9)	Evidence based for any "programs"	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
ALL Students	P P P	<ul style="list-style-type: none"> Identify students within each sub-group and students that are in multiple sub-groups Maintain HCMS data sheet for sub-group students & participate in quarterly meetings to discuss progress & next steps Monitor the progress of students in sub-groups and make recommendations for Reading and/or Math Support and remediation Engage in ongoing collaboration with teachers who have experienced success working with sub-groups Develop & implement high quality lesson plans and effective instructional strategies that are supported by research Effectively utilize instructional technology and software to enhance educational opportunities & support diverse needs Monitor frequently and provide performance feedback to increase student understanding Include sub-groups in STEM implementation (Promising) Reduce class sizes (6th & 8th Grades) (Promising) Engage in PLCs (promising) 	Plan for Improved Performance Collaborative Planning & PLC Minutes Common Assessments & Data Lesson Plans with Differentiation Lexile Scores Student Schedules by Team RTI Spreadsheets & Agendas Unify Benchmark & MAP Reports	School Leaders Demonstrate: The ability to articulate strengths & weaknesses identified in each content area on the GMA as well as goals & actions for increasing the percent of all students and all subgroups meeting improvement targets. Teachers Demonstrate: The ability to identify strengths & weaknesses in content specific data and describe their instructional goals for meeting learning targets with all students and all subgroups. Students Demonstrate: The ability to articulate their knowledge of content standards, learning goals, and progress toward learning goals. Parents Demonstrate: The ability to communicate with their child and their child's teacher about student goals and progress.	Administrative Team Leadership Team Content Teams Results Teams Content Collaborators RTI & SSIP Coordinator and Teams Unify Coordinator STEM Coordinator Gifted & Data Coordinator	Title I Title II & State PD Funds Title VI-B RLIS IDEA SPED QBE & Charter Funds Technology Funds Title IV-A

Additional supports for accelerated or academically struggling students (Tiers 2-4): Response to Intervention (RTI), SSIP Mentor Program, frequent monitoring and performance feedback, Reading & Math Supports, instructional technology, reduced class sizes, & quarterly sub-group meetings with student data sheets

Professional learning to support the above goal and action steps:

CCRPI Overview & Sub-Groups and STEM: Inclusion of Sub-Groups

Family Engagement Implications:

Communicate frequently with parents regarding students' progress towards learning objectives

SMART GOAL 4:

CCRPI Readiness: The percentage of students in grades 6-8 achieving a Lexile measure at or above the midpoint of the College & Career Ready Stretch Lexile Band on the GMA in ELA will increase from 55.83% in FY 18 to 57% in FY 19.

Student Group (All or Subgroup), Parents, Teachers (SWP 9)	Evidence based for any "programs"	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
ALL Students	P	<ul style="list-style-type: none"> Engage teachers, students, & parents in professional learning to increase knowledge of the importance of Lexile scores, how the Lexile score is obtained, why Lexile scores are important to all content areas, & how each content area can assist with improving Lexile scores Inform students of their Lexile measure based on the Spring 2018 GMA & set individual goals for attainment on the Spring 2019 GMA Utilize MAP throughout the year to measure students' Lexile Conference with students following MAP administrations to inform them of their Lexile score & reflect on Lexile goals Implement the school-wide literacy initiative with fidelity Reading Support class will focus heavily on improving Lexile scores Recognize & celebrate students for meeting Lexile goals and <u>improvements</u> Reduce class sizes (6th Grade) (Promising) 	GMA Lexile Scores Lesson Plans with Differentiation Lesson Plans Reading Support Classes MAP Reports	<p>School Leaders Demonstrate: The ability to articulate the need to increase Lexile levels, as well as, goals, actions, and monitoring processes in place to increase the percent of students in grades 6- 8 with a Lexile measure at or greater than the grade level midpoint.</p> <p>Teachers Demonstrate: The ability to articulate the need to increase Lexile levels, as well as, instructional strategies and monitoring processes in place to increase students' Lexile levels.</p> <p>Students Demonstrate: The ability to articulate their Lexile level, Lexile goal, and how they can increase their Lexile level.</p> <p>Parents Demonstrate: The knowledge of their child's Lexile level/goal.</p>	Administrative Team Leadership Team Results Teams Content Teams ELA Content Collaborator Data Coordinator	Title I Title VI-B RLIS

Additional supports for accelerated or academically struggling students (Tiers 2-4):
Response to Intervention (RTI), SSIP Mentor Program, Instructional technology, conferencing with students regarding progress toward Lexile goals, MAP Assessment, reduced class sizes, & Reading Support
Professional learning to support the above goal and action steps:
CCRPI Overview & Lexile Measures and MAP Assessment Training
Family Engagement Implications:
Inform parents of what Lexiles are, why they are important, how they are measured, and what their child's Lexile measure is

Professional Learning Plan to Support School Improvement Plan (SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<p>College & Career Ready Performance Index (CCRPI)</p> <ul style="list-style-type: none"> ○ New Indicators & Their Impact ○ Student Growth Percentiles (SGP) ○ Lexile Measures 	<p>Quarterly Professional Learning Meetings August 2018-May 2019</p>	<p>Charter Funds Technology Funds PL Funds</p>	<p>Administrators Content Collaborators</p>	<p>Administrators Content Collaborators Leadership Team</p>	<p>Professional Learning Agendas Lesson Plans with Differentiation MAPS Data TKES Observational Ratings Improved Performance on Benchmarks & GMA</p>
<p>Content Specific PLCs-Improving Weak Domains</p> <ul style="list-style-type: none"> ○ ELA: Writing & Language, Narrative Writing, & Improving Lexiles ○ Math: 6th & 7th Statistics & Probability, 8th Algebra/Functions & Geometry, & 6th-8th Effective Math Teaching Practices ○ Science: Physics ○ Social Studies-History & Government 	<p>Weekly Collaborative Planning August-May</p>	<p>Charter Funds Technology Funds PL Funds</p>	<p>Administrators Content Collaborators</p> <ul style="list-style-type: none"> ○ ELA-Stack ○ Math-Coggins ○ Science-Baker ○ Social Studies-Duke ○ Gifted-Young ○ Unify-M. Rice ○ HC Math Specialist-Beky Wright 	<p>Administrators Content Collaborators Leadership Team</p>	<p>Professional Learning Agendas Collaborative Planning PLC Agendas & Minutes Lesson Plans with Differentiation TKES Observational Ratings Improved Performance on MAP, Common Assessments, Benchmarks, & GMA</p>
<p>Science, Technology, Engineering, and Math (STEM)</p> <ul style="list-style-type: none"> ● Strategies: Communication, Collaboration, Creativity, Critical Thinking ● Interdisciplinary Lessons 	<p>Monthly STEM PLCs August-May</p>	<p>Charter Funds Technology Funds Chromebooks STEM Labs Nephris Software</p>	<p>Administrators STEM Coordinator-Rutherford STEM Committee STEM Lab Teacher-Duncan</p>	<p>Administrators STEM Coordinator STEM Committee Leadership Team Career Counselor</p>	<p>STEM PLC Agendas & Minutes Lesson Plans with STEM TKES Observational Ratings Improved Performance on Benchmark & GMA</p>

<ul style="list-style-type: none"> • Inquiry Based Learning & Engineering Process • What is STEM? (New Teachers) 			HC Career Counselor		
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Professionally Qualified Staff

(SWP 3, 5)

All courses are taught by professionally qualified staff. Yes (Yes or no)
If no, explain

List efforts to recruit highly qualified teachers to your school.
Strategies for remediation include completion of GAPSC approved programs and GACE test completion. Recruitment efforts will continue in collaboration with local colleges, universities, and the P-20 collaborative.

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines -

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction:

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>