

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)

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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	
Halley Wade	ELA Content Collaborator	
Amy Duke	SS Content Collaborator & 6 th Hall Leader	
Mike Casey	Science Content Collaborator	
Shane Herringdine	7 th Grade Hall Leader	
Sara Brumbaugh	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 2019, 2018, & 2017 GMA & GAA Data HCMS 2018 CCRPI Component Comparison HCMS 2018 CCRPI Indicators Comparison GMA Achievement by Content Area & Grade Level-HCMS vs State 2018 & 2017 GMA Content Area Summary-HCMS vs RESA vs State 2019-2017</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 weighted performance of all sub-groups (specifically ED & SWD) on GMAS in ELA, math, science, and social studies (CCRPI Closing Gaps)</p>	<p>Spring 2018 Sub-Group Achievement Rates & 2019 Projections GADOE's 3% & 6% Improvement Targets for HCMS Spring 2018 Sub-Group Achievement Rates & 2019 Projections Spring 2018 & 2019 State & School Summary of All Student Populations</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</p>

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			Hard Copies Available in Front Office Upon Request HCMS Snapshot Posters Posted at HCMS & HCSS District Office IEP, RTI, & 504 Meetings
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 2019 GMA Lexile Scores Spring 2018 GMA Lexile Scores GMA Content Area Summary-HCMS vs RESA vs State 2019-2017	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 percentage of students achieving a Level 2, 3, or 4 Student Growth Percentile (SGP) on GMAS in ELA & Math (CCRPI Progress)	EOQA 1, 2, & 3 Growth Reports Spring 2018 GMA HCMS Percentage of Students with SGPs @ Each Level 2018 & 2017vs State Averages School Climate Component Comparison 2018 & 2017 Yearly Attendance Reports for Staff & Students Comprehensive Needs Assessment FY19	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 53.37% in FY19 to 54% in FY20.
- **Math** will increase from 71.89% in FY 19 to 72.5% in FY20.
- **Science** will increase from 50.2% in FY19 to 52% in FY20.
- **Social Studies** will increase from 68.73% in FY19 to 70% in FY20.

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 	Weekly Collaborative Planning Protocol & Agenda	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	Administrative Team Leadership Team	Title I Title IIA & State PD Funds

	<p>P</p>	<ul style="list-style-type: none"> ● 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 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 <ul style="list-style-type: none"> ○ ELA-Incorporate Read to Plan Process ○ ELA-6th Utilize Corrective Reading & Expressive Writing Resources ○ Math-Georgia Numeracy Project ● 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, Brain Pop (Promising), Discovery Education, Nephris, Ready Reading Toolbox, Peardeck, Edulastic) ● Monitor student progress and recommend students for Reading and/or Math Support classes ● 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 	<p>Lesson Plans with Differentiation</p> <p>Common Assessments (Unit & Benchmarks)</p> <p>MAP Reports</p> <p>Unify Benchmark Reports</p> <p>HC RTI, Subgroup, & Graduate 1st Progress Monitoring Spreadsheets</p> <p>Master Schedule, Support Class Rosters, HS Course Rosters, Advanced Course Rosters</p> <p>STEM PLCs Agendas & Lesson Plans</p> <p>Corrective Reading Data</p> <p>Georgia Nueracy Project Data</p>	<p>percent of students scoring at DL or above.</p> <p>Teachers Demonstrate: The ability to identify strengths & weaknesses in content specific data and describe their instructional goals for meeting learning targets with all students.</p> <p>Students Demonstrate: The ability to articulate their knowledge of content standards, learning goals, and progress toward learning goals.</p> <p>Parents Demonstrate: The ability to communicate with their child and their child's teacher about student goals and progress.</p>	<p>Content Achievement Teams</p> <p>Data Teams</p> <p>Content Collaborators</p> <p>RTI & SSIP Team</p> <p>Unify Coordinator</p> <p>Gifted & Data Coordinator</p> <p>STEM Coordinator</p> <p>District Literacy & Math Support Specialists</p>	<p>Title VI-B RLIS</p> <p>Technology Funds</p> <p>Title IV-A</p> <p>QBE & Charter Funds</p>
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	M	<ul style="list-style-type: none"> ○ Literacy PL for math, science, and social studies ○ Thinking Maps (Moderate) ● Conduct peer observations in which teachers collaboratively study effective instructional practices 				
	P	<ul style="list-style-type: none"> ● Implement a system of recognitions and celebrations for students based on performance and improvement in academics and human relations (PBIS & Houses) 				
	P	<ul style="list-style-type: none"> ● Reduce class sizes ELA & Math (Promising) 				
	M	<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) ● Implement STEM Initiative & engage in STEM PLCs (Promising) ● Collaborate with District Literacy & Math Support Specialists and Content Collaborators to monitor and support teaching and learning (Moderate) ● Complete e-Learning modules for thinkSRSD (Self-Regulated Strategy Development) & pilot SRSD (6th) 				

<p>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, Corrective Reading, Georgia Numeracy Project, & Read to Plan Process</p>
<p>Professional learning to support the above goal and action steps: CCRPI Overview, Review of GADOE Instructional & Assessment Resources, Read to Plan Process, Differentiation, STEM, & Literacy Across Contents</p>
<p>Family Engagement Implications: Provide parents with information regarding Lexile measures, Benchmark & MAP Assessment Reports, & STEM Nights</p>

SMART GOAL 2:

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 FY20.

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 ALL		<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 	Plan for Improved Performance	School Leaders Demonstrate: The ability to articulate strengths & weaknesses identified in each content area on the GMA as well as goals & actions for	Administrative Team	Title I Title II & State PD Funds

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Subgroups	P P P	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> ELA-Read to Plan Process ELA-Corrective Reading & Extended Writing 6th Math-Georgia Numeracy Project 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 (ELA & Math) (Promising) Engage in PLCs (promising) <ul style="list-style-type: none"> Read to Plan Process Georgia Numeracy Project Literacy Integration in All Content Areas 	<p>Collaborative Planning & PLC Minutes</p> <p>Common Assessments & Data</p> <p>Lesson Plans with Differentiation</p> <p>Lexile Scores</p> <p>Student Schedules by Team</p> <p>RTI & Subgroups Spreadsheets & Agendas</p> <p>Unify Benchmark & MAP Reports</p> <p>Corrective Reading Data</p> <p>Georgia Numeracy Project Data</p>	<p>increasing the percent of all students and all subgroups meeting improvement targets.</p> <p>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.</p> <p>Students Demonstrate: The ability to articulate their knowledge of content standards, learning goals, and progress toward learning goals.</p> <p>Parents Demonstrate: The ability to communicate with their child and their child's teacher about student goals and progress.</p>	<p>Leadership Team</p> <p>Content Teams</p> <p>Results Teams</p> <p>Content Collaborators</p> <p>RTI & SSIP Coordinator and Teams</p> <p>Unify Coordinator</p> <p>STEM Coordinator Gifted & Data Coordinator</p> <p>District Literacy & Math Support Specialists</p>	<p>Title VI-B RLIS</p> <p>IDEA SPED</p> <p>QBE & Charter Funds</p> <p>Technology Funds</p> <p>Title IV-A</p>
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Additional supports for accelerated or academically struggling students (Tiers 2-4): Response to Intervention (RTI), SSIP Mentor Program, frequent monitoring and performance feedback (conferencing), Reading & Math Supports, instructional technology, reduced class sizes, quarterly sub-group meetings with student data sheets, Corrective Reading, Read to Plan Process, & Georgia Numeracy Project

Professional learning to support the above goal and action steps:

CCRPI Overview & Sub-Groups, STEM: Inclusion of Sub-Groups, Read to Plan Process, & Literacy Integration

Family Engagement Implications:

Communicate frequently with parents regarding students' progress towards learning objectives & IEP/RTI/504 Conferences

SMART GOAL 3:

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 45.5% in FY19 to 47% in FY20.

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		<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 	GMA Lexile Scores Lesson Plans with Differentiation	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	Administrative Team Leadership Team	Title I Title VI-B RLIS

		<p>content area can assist with improving Lexile scores</p> <ul style="list-style-type: none"> ● Inform students of their Lexile measure based on the Spring 2019 GMA & set individual goals for attainment on the Spring 2020 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 ● ELA-Implement Read to Plan Process, Corrective Reading (6th), & Extended Writing (6th) ● Reading Support class will focus heavily on improving Lexile scores ● Recognize & celebrate students for meeting Lexile goals and improvements ● Reduce class sizes (ELA & Math) (Promising) 	<p>Lesson Plans Reading Support Classes</p> <p>MAP Reports</p> <p>Corrective Reading Data</p>	<p>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>	<p>Results Teams</p> <p>Content Teams</p> <p>ELA Content Collaborator</p> <p>Data Coordinator</p> <p>District Literacy Support Specialist</p>	
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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, Read to Plan Process, & Corrective Reading Resources

Professional learning to support the above goal and action steps:

CCRPI Overview & Lexile Measures, MAP Assessment Training, Read to Plan Process, & Literacy Integration

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 & IEP/RTI/504 Meetings

SMART GOAL 4:

CCRPI Progress: The percentage of students achieving a Level 2, 3, or 4 Student Growth Percentile (SGP) on the Georgia Milestones Assessment in:

- **ELA** will increase by 1% in FY20.
- **Math** will increase by 1% in FY20.

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		

<p>ALL Students</p>	<p>P</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 weekly collaborative planning, common assessment development, data analysis, & content specific PLCs ● Develop & implement high quality & rigorous lesson plans that provide an appropriate level of challenge for students at every level <ul style="list-style-type: none"> ○ ELA-Incorporate Read to Plan Process ○ ELA-6th Corrective Reading & Expressive Writing ○ Math-Georgia Numeracy Project ● Provide ongoing monitoring & performance feedback to increase student growth, including conferencing with students regarding their growth on benchmarks & other assessments ● 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 	<p>RTI, 504, & IEP Goals & Progress Monitoring Sheets</p> <p>Collaborative Planning & PLC Minutes</p> <p>Results Team Data & Minutes</p> <p>Lesson Plans with Differentiation</p> <p>MAP Reports</p> <p>Unify Reports</p> <p>Master Schedule & Course Rosters</p> <p>Observation Data</p> <p>Corrective Reading Reports</p> <p>Georgia Numeracy Project Reports</p>	<p>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.</p> <p>Teachers Demonstrate: The ability to identify strengths & weaknesses in content specific data and describe their instructional goals for meeting learning targets with all students.</p> <p>Students Demonstrate: The ability to articulate their knowledge of content standards, learning goals, and progress toward learning goals.</p> <p>Parents Demonstrate: The ability to communicate with their child and their child's teacher about student goals and progress.</p>	<p>Administrative Team</p> <p>Leadership Team</p> <p>Content Teams</p> <p>Results Teams</p> <p>RTI, 504, & Tier IV Coordinators</p> <p>Content Collaborators</p> <p>Unify Coordinator</p> <p>Gifted & Data Coordinator</p> <p>District Literacy & Numeracy Specialists</p>	<p>Title I</p> <p>IDEA SPED</p> <p>QBE & Charter Funds</p> <p>Technology Funds</p> <p>Title IV-A</p>
	<p>P</p>					

	P	<ul style="list-style-type: none"> Effectively utilize instructional technology and software to accommodate students at every level (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 and remediation Implement School-Wide Literacy Initiative with fidelity Conduct peer observations & conference with teachers with high mean growth percentiles Implement a system of recognitions and celebrations for students based on performance and improvement in academics Reduce class sizes (ELA & Math) (Promising) Offer a variety of courses designed to meet the needs of all levels of students (support, regular, advanced, and high school courses) 				
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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, Corrective Reading, & Georgia Numeracy Project

Professional learning to support the above goal and action steps:
 CCRPI Overview, Student Growth Percentiles, & Review of GADOE Instructional & Assessment Resources, Read to Plan Process & Literacy Integration

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

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
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<p>College & Career Ready Performance Index (CCRPI)</p> <ul style="list-style-type: none"> ○ Indicators & Their Impact ○ Student Growth Percentiles (SGP) ○ Lexile Measures 	<p>Quarterly Professional Learning Meetings August 2019-May 2020</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 BM/MAP/CR/GNP Data TKES Observational Ratings Improved Performance on Benchmarks & GMA Leadership Team Agenda</p>
<p>Content Specific PLCs-Improving Weak Domains</p> <ul style="list-style-type: none"> ○ ELA: Read to Plan Process, Corrective Reading & Extended Writing (6th), Writing & Language, & Improving Lexiles ○ Math: Georgia Numeracy Project & Effective Math Teaching Practices ○ Science: Literacy Integration ○ Social Studies-Literacy Integration 	<p>Weekly Collaborative Planning & Regular PLCs August-May</p>	<p>Charter Funds Technology Funds PL Funds</p>	<p>Administrators Content Collaborators</p> <ul style="list-style-type: none"> ○ ELA-H. Wade ○ Math-Coggins ○ Science-Casey ○ Social Studies-Duke ○ Gifted-Young ○ Edulastic-Beall ○ HC Literacy Specialist-Randi Pearson ○ HC Math Specialist-Becky Wright 	<p>Administrators Content Collaborators Leadership Team District Literacy & Math Specialists</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 Corrective Reading & GA Numeracy Project Data</p>
<p>Science, Technology, Engineering, and Math (STEM)</p> <ul style="list-style-type: none"> ● Strategies: Communication, Collaboration, Creativity, Critical Thinking ● Interdisciplinary Lessons ● Inquiry Based Learning & Engineering Process ● What is STEM? (New Teachers) 	<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 HC Career Counselor</p>	<p>Administrators STEM Coordinator STEM Committee Leadership Team HC Career Coordinator</p>	<p>STEM PLC Agendas & Minutes Lesson Plans with STEM TKES Observational Ratings Improved Performance on Benchmark & GMA</p>

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>