

**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)

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)

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	
Halley Wade	ELA Content Collaborator	
Michelle Nowlin	Math Content Collaborator	
Mike Casey	Science Content Collaborator	
Amy Duke	SS Content Collaborator & 6 th Hall Leader	
Mike Casey	Science Content Collaborator	
Toni Patterson	Lead Tier IV Teacher	
Phillip Young	Gifted & Data Coordinator	
Shane Herringdine	7th Grade Hall Leader	
Chase Davis	8th Grade Hall Leader	
Laura Murphy	Connections Leader	
Donna Clark	RTI Coordinator & PBIS Team Leader	
Jason Turner	School Governance Team Teacher Representative	
Shane Herringdine	School Governance Team Teacher Representative	
Geana Dennis	School Governance Team Parent Representative	
Brandi Baxter	School Governance Team Parent Representative	
Randi Williams	School Governance Team Business & Parent Representative	
Misty Coy	School Governance Team Business & Parent Representative	
Katie Reagan	School Governance Team Business & Parent Representative	

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 3 and 4 on GMAS in ELA, math, science, and social studies (CCRPI Content Mastery)</p>	<p>GMA Data Spring 2021, 2019, & 2018 GAA Data HCMS 2019 CCRPI Component Comparison HCMS 2019 CCRPI Indicators Comparison GMA Achievement by Content Area & Grade Level-HCMS vs State 2021, 2019, & 2018 GMA Content Area Summary-HCMS vs RESA vs State 2021, 2019, & 2018</p>	<p>Administrative Team Leadership Team Content Collaborators 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 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</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 2021 Sub-Group Achievement Rates & 2022 Projections GADOE's 3% & 6% Improvement Targets for HCMS Spring 2021 State & School Summary of All Student Populations</p>	<p>Administrative Team Leadership Team Content Collaborators Tier IV Lead Teacher 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 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 IEP, RTI, & 504 Meetings</p>
<p>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)</p>	<p>Spring 2021 GMA Lexile Scores Spring 2019 GMA Lexile Scores GMA Content Area Summary-HCMS vs RESA vs State 2021-2018</p>	<p>Administrative Team Leadership Team Content Collaborators School Governance Team Teachers Parents Community Members</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 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</p>

Division of School and District Effectiveness | School Improvement PLAN

		District Office Personnel	HCMS Snapshot Posters
Increase the percentage of students achieving a Level 3 or 4 Student Growth Percentile (SGP) on GMAS in ELA & Math (CCRPI Progress)	Spring 2019 GMA HCMS Percentage of Students with SGPs @ Each Level 2019 & 2018 vs State Averages School Climate Component Comparison 2019 & 2018 Yearly Attendance Reports for Staff & Students Needs Assessment	Administrative Team Leadership Team ELA & Math Content Collaborators 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 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

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 51.91% in FY21 to 54.91% in FY22.
- **Math** will increase from 66.53% in FY21 to 69.53% in FY22.
- **Science** will increase from 50.15% in FY21 to 53.15% in FY22.
- **Social Studies** will increase from 52.05% in FY21 to 55.05% in FY22.

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 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 <ul style="list-style-type: none"> -Incorporate Read to Plan & Read to Write Planning Processes -B/D/A Planning Structure 	Weekly Collaborative Planning & PLCs Agenda Lesson Plans with Differentiation Common Assessments (Edulastic) HM Reading Inventory (RI) Reports MAP Reports Edulastic Reports HC RTI & Subgroup Progress Monitoring Spreadsheets	<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 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</p>	Administrative Team Leadership Team Content Collaborators Data Teams RTI Coordinator Tier IV Lead Edulastic Coordinator Gifted & Data Coordinator	Title I Title V & State PD Funds Title V Technology Funds Title V QBE & Charter Funds

	P	<ul style="list-style-type: none"> -During Reading Strategies (PALS, Reciprocal Teaching, Quad Text Set, Questioning the Author) -6th: Utilize Corrective Reading & Expressive Writing Resources -Reading Support: Third Quest Resources -Writing: CER, SRSD, & The Writing Revolution <ul style="list-style-type: none"> o Math-Spiral Reviews o Science & Social Studies-Disciplinary Literacy ● Provide ongoing monitoring & performance feedback to drive the change needed to increase student learning ● Utilize Chromebooks to administer electronic common assessments, 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, Ready Reading Toolbox, Pear Deck, Edulastic, Boardworks, STEMscopes) ● Utilize Edulastic to create & administer common assessments which include technology-enhanced items & multiple answer questions ● Monitor student progress and recommend students for Reading and/or Math Support classes ● Implement District & School Literacy Initiative - Let the Text Lead 2.0 <ul style="list-style-type: none"> o ELA-Read to Plan & Read to Write Planning Process, B/D/A Lesson Plans, & Reading Strategies o Math, Science, & Social Studies-Disciplinary Literacy (integrate content through informational texts, novels, & primary sources) o Weekly Constructed Responses-CER o ELA & SS-Writing Revolution ● Conduct peer observations 	<p>Master Schedule, Support Class Rosters, HS Course Rosters, Advanced Course Rosters</p> <p>STEM PLCs Agendas & Lesson Plans</p> <p>Corrective Reading & Third Quest Data</p>	<p>teacher about student goals and progress.</p>	<p>STEM Committee</p> <p>District Literacy & Math Support Specialists</p>	
--	---	---	--	--	---	--

Division of School and District Effectiveness | School Improvement PLAN

	P	<ul style="list-style-type: none"> ● Implement a system of recognitions and celebrations for students (PBIS & Houses) ● 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) 				
	P	<ul style="list-style-type: none"> ● Implement STEM Initiative & engage in STEM PLCs (Promising) 				
	M	<ul style="list-style-type: none"> ● Collaborate with District Literacy & Math Support Specialists and Content Collaborators to monitor and support teaching and learning (Moderate) 				

Additional supports for accelerated or academically struggling students (Tiers 2-4): Response to Intervention (RTI), PBIS Mentor Program, Daily Differentiation, Student Conferencing, Common Assessments, Instructional Technology, Reading & Math Supports, Reduced Class Sizes, Various Course Offerings, Corrective Reading, 3rd Quest, Spiraled Reviews, & Read to Plan/Wrote Planning Process

Professional learning to support the above goal and action steps: GADOE Instructional & Assessment Resources, Read to Plan & Read to Write Processes, Differentiation, STEM-4 Cs, Writing Revolution, & Disciplinary Literacy

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

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 FY22.

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 Subgroups		<ul style="list-style-type: none"> Identify & monitor students within each sub-group and students that are in multiple sub-groups Engage 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 <ul style="list-style-type: none"> ELA <ul style="list-style-type: none"> -Incorporate Read to Plan & Read to Write Planning Processes -During Reading Strategies (PALS, Reciprocal Teaching, Quad Text Set, Questioning the Author) -6th:Utilize Corrective Reading & Expressive Writing Resources -Reading Support-Third Quest -Writing: CER, SRSD, & The Writing Revolution Math-Spiraled Reviews Science & Social Studies-Disciplinary Literacy 	Weekly Collaborative Planning & PLC Minutes Common Assessments & Data Lesson Plans with Differentiation Lexile Scores Student Schedules by Team RTI & Subgroups Spreadsheets & Agendas Edulastic Common Assessments, HM RI, & MAP Reports Corrective Reading & Third Quest Data	<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 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>	Administrative Team Leadership Team Content Collaborators Tier IV Lead Teacher Content Teams Data Teams RTI Coordinator Edulastic Coordinator STEM Coordinator Gifted & Data Coordinator	Title I Title V & State PD Funds Title V IDEA SPED QBE & Charter Funds Technology Funds Title V

Division of School and District Effectiveness | School Improvement PLAN

	P P	<ul style="list-style-type: none"> ● Effectively utilize instructional technology to enhance educational opportunities & support diverse needs ● Provide timely & relevant feedback to students regarding academic performance ● 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 & Read to Write Planning Processes ○ Spiraling Reviews ○ Disciplinary Literacy 	Spiraled Reviews Data		District Literacy & Math Support Specialists	
--	--------	---	-----------------------	--	--	--

Additional supports for accelerated or academically struggling students (Tiers 2-4): Response to Intervention (RTI), PBIS 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, 3rd Quest, Read to Plan & Read to Write Planning Processes, Math Spiraled Reviews, & Disciplinary Literacy

Professional learning to support the above goal and action steps: CCRPI Overview & Sub-Groups Performance Data, STEM: Inclusion of Sub-Groups, Read to Plan/Write Planning Processes, Writing Revolution, & Disciplinary Literacy

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 45.17% in FY21 to 48.17% in FY22.

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 2021 GMA & set individual goals for attainment on the Spring 2022 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 district & school literacy initiative-Let the Text Lead 2.0 ELA-Implement Read to Plan/Write Planning Processes, Corrective Reading & Extended Writing (6th), SRSD, & The Writing Revolution Reading Support class will focus heavily on improving Lexile scores & utilize 3rd Quest Incorporate Disciplinary Literacy Recognize & celebrate students for meeting Lexile goals and improvements Reduce class sizes (ELA & Math) (Promising) 	GMA Lexile Scores Lesson Plans with Differentiation Reading Support Lesson Plans & Third Quest Reports Corrective Reading Data HM RI & MAP Reports	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. 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. Students Demonstrate: The ability to articulate their Lexile level, Lexile goal, and how they can increase their Lexile level. Parents Demonstrate: The knowledge of their child's Lexile level/goal.	Administrative Team Leadership Team Content Collaborators Content Teams Data Coordinator & Data Teams District Literacy Support Specialists	Title I Title V RLIS

Division of School and District Effectiveness | School Improvement PLAN

Additional supports for accelerated or academically struggling students (Tiers 2-4): Response to Intervention (RTI), PBIS Mentor Program, instructional technology, conferencing with students regarding progress toward Lexile goals, HM RI & MAP Assessments, reduced class sizes, Reading Support & 3rd Quest, Read to Plan/Write Process, & Corrective Reading Resources

Professional learning to support the above goal and action steps: Overview Lexile Measures, HM RI & MAP Assessment Data Analysis, Read to Plan/Write Processes, & Disciplinary Literacy

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 2% in FY22.
- **Math** will increase by 2% in FY22.

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	<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 (incorporate technology-enhanced & multiple answer questions ● 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 	RTI, 504, & IEP Goals & Progress Monitoring Sheets Collaborative Planning & PLC Minutes Data Team Minutes Lesson Plans with Differentiation HM RI & MAP Reports Edulastic Reports Master Schedule & Course Rosters Observation Data	<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>	Administrative Team Leadership Team Data Teams RTI, 504, & Tier IV Coordinators Content Collaborators Tier IV Lead Teacher Edulastic Coordinator Gifted & Data Coordinator District Literacy & Numeracy Specialists	Title I & V IDEA SPED QBE & Charter Funds Technology Funds Title V

<p>P</p> <p>P</p>	<ul style="list-style-type: none"> -Incorporate Read to Plan/Write Planning Processes -B/D/A Planning Structure -Reading Strategies (PALS, Reciprocal Teaching, Quad Text Set, Questioning the Author) -6th: Utilize Corrective Reading & Expressive Writing Resources -Reading Support: Third Quest -Writing: CER, SRSD, & The Writing Revolution <ul style="list-style-type: none"> o Math-Spiraled Reviews o Science & Social Studies-Disciplinary Literacy • Provide ongoing monitoring & performance feedback to increase student growth, including conferencing with students regarding their growth on common & other assessments • Utilize Chromebooks to administer electronic common assessments, analyze results individually & collaboratively to determine instructional needs, & adjust instructional plans/pacing guides accordingly • Effectively utilize instructional technology and software to accommodate students at every level (HMRI, MAP, Moby Max, Brain Pop (Promising), Discovery Education, Edulastic, Boardworks, Pear Deck, STEMscopes, & Reading Ready Toolbox) • Monitor student progress and recommend students for Reading and/or Math Support classes and remediation • Implement District & School Literacy Initiative-Let the Text Lead 2.0 • 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) 	<p>Corrective Reading & Third Quest Reports</p> <p>Spiraled Reviews Reports</p>			
-------------------	---	---	--	--	--

Division of School and District Effectiveness | School Improvement PLAN

	<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) 				
<p>Additional supports for accelerated or academically struggling students (Tiers 2-4): Response to Intervention (RTI), PBIS Mentor Program, monitor & provide frequent feedback (conferencing), instructional technology, rigorous instructional activities with appropriate level of support, Reading & Math Support, reduced class sizes, common assessments, Corrective Reading, Third Quest, & Math Spiraled Reviews</p>					
<p>Professional learning to support the above goal and action steps: Overview Student Growth Percentiles, Review of GADOE Instructional & Assessment Resources, Read to Plan/Write Planning Processes, Reading Strategies, Writing Revolution, & Math Spiraled Reviews</p>					
<p>Family Engagement Implications: Provide information on Student Growth Percentiles to parents & students and provide HMRI & MAP Assessment reports to inform parents of student progress</p>					

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
College & Career Ready Performance Index (CCRPI) <ul style="list-style-type: none"> ○ Indicators & Their Impact ○ Student Growth Percentiles (SGP) ○ Lexile Measures 	Quarterly Professional Learning Meetings August 2021-May 2022	Charter Funds Technology Funds PL Funds	Administrators Content Collaborators	Administrators Content Collaborators Leadership Team	Leadership Team & Professional Learning Agendas Lesson Plans with Differentiation CA/HMRI/MAP/CR/MSR Data TKES Observational Ratings Improved Performance on Common Assessments & GMA CCRPI Reports
Content Specific PLCs-Improving Weak Domains <ul style="list-style-type: none"> ○ ELA <ul style="list-style-type: none"> -Read to Plan/Write Planning Processes, - -B/D/A Planning Structure -Reading Strategies (PALS, Reciprocal Teaching, Quad Text Set, & Questioning the Author), -Writing Revolution ○ Math <ul style="list-style-type: none"> -Spiraled Reviews ○ Science & Social Studies <ul style="list-style-type: none"> -Disciplinary Literacy -Writing Revolution 	Weekly Collaborative Planning & PLCs August 2021-May 2022	Charter Funds Technology Funds PL Funds	Administrators Content Collaborators HCSD Literacy & Math Specialists	Administrators Content Collaborators Leadership Team District Literacy & Math Specialists	Professional Learning Agendas Collaborative Planning PLC Agendas & Minutes Lesson Plans with Differentiation TKES Observational Ratings Improved Performance on HMRI, MAP, Common Assessments, & GMA Corrective Reading & Third Quest Data Spiraled Reviews Report
Science, Technology, Engineering, and Math (STEM) <ul style="list-style-type: none"> ● 4 Cs Strategies: Communication, Collaboration, Creativity, Critical Thinking ● Interdisciplinary Lessons ● Inquiry Based Learning & Engineering Process 	Monthly STEM PLCs August 2021-May 2022	Charter Funds Technology Funds Chromebooks STEM Labs STEMscopes	Administrators STEM Committee STEM Lab Teacher HC CCA Director & Career Counselor	Administrators STEM Coordinator STEM Committee Leadership Team HC CCA Director & Career Counselor	STEM PLCs Agendas & Minutes Lesson Plans with STEM TKES Observational Ratings Improved Performance on CA & GMA

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 I - <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>