



School Improvement Plan 2024 - 2025



Haralson County
Haralson County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Haralson County
School Name	Haralson County Middle School
Team Lead	William Robinson
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase the percentage of students in grades 6-8 scoring at levels 3 and 4 on all areas of the GMA
Root Cause # 1	Lack of data driven decision making at the classroom level
Goal	ELA will increase from 44.8% in FY24 to 47.8% in FY25 Math will increase from 56.5 in FY24 to 59.5 in FY25 Science will increase from 55.7% in FY 24 to 58.7% in FY25 Social Studies will increase from 55.7% FY24 to 58.7% in FY25

Action Step # 1

Action Step	Use data to schedule students, facilitate weekly PLCs, and identify students for support classes.
Funding Sources	Title I, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School Administrators and Instructional Coach will attend weekly Professional Learning Communities. Student rosters
Method for Monitoring Effectiveness	STAR, Quarterly BM, Bi-Weekly CFA Data Sheets, GMAs
Position/Role Responsible	Jodi Cash, Principal
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

NWGARESA, GYSTC, NWGA Library System

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase the percentage of students scoring at or above grade level Lexile scores on the GMA
Root Cause # 1	Students enter middle school with a lack of foundational reading skills
Goal	The percentage of students scoring at or above Lexile grade levels will increase from 67% for FY24 to 70% for FY25

Action Step # 1

Action Step	ELA Teachers will attend professional learnings session for the Science of Reading, and implement high leveraged practices as identified by the Instructional Coach
Funding Sources	Title I, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	TKES, Focus Walks, Administrative attendance at PLCs
Method for Monitoring Effectiveness	STAR, Quarterly BM, Bi-Weekly CFAs, GMAs
Position/Role Responsible	Jodi Cash, Principal
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase the ELA Progress Score on the GMA
Root Cause # 1	Reading Informational Texts and Reading/Vocabulary are the lowest achieving domains on the GMA.
Goal	Increase ELA Progress Scores by 2% for FY25 on the ELA section of the GMAs

Action Step # 1

Action Step	Teachers will attend professional learning sessions for explicit instruction on vocabulary and writing
Funding Sources	Title I, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional learning sign in sheets, focus walks and TKES evaluations
Method for Monitoring Effectiveness	STAR, Quarterly BM, Bi-Weekly CFAs, GMAs
Position/Role Responsible	Jodi Cash, Principal
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Prior to the beginning of a new school year, the school's Leadership Team holds a retreat over the summer. One of the primary purposes of the retreat is to analyze student performance from the preceding year and use said data to develop a draft of the SIP for the upcoming year. Once the draft copy has been completed, copies are placed on the school's website along with instructions on how to offer feedback and suggestions. Additionally, hard copies of the draft document are on display during our Back-to-School Open-House and our Annual Title I Stakeholder Meeting. All stakeholders are encouraged to review the document and offer any feedback or suggestions that they may have. The school also uses social media posts to make stakeholders aware of the draft document. Finally, the draft document is presented to the School Governance Team, which is comprised of both internal and external stakeholders.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Generally speaking, all students who have an IEP are scheduled on Team I in grades 6-8. The math and ELA classes on these teams are co-taught. One teacher serves as the content specialist, while the other teacher is PQ to work with Students with Disabilities. Each Science and Social Studies classes are staffed by a PQ teacher and paraprofessional to provide additional supports to IEP students. At present, all but one member of the instructional staff are PQ. The school anticipates that this will be rectified as soon as the necessary assessments for certification have been completed.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Haralson County Middle School implements a school-wide Title I plan. Weekly remediation and acceleration are planned for all students based on data analyzed during weekly PLCs. Weekly Common Formative Assessments, Quarterly Benchmarks, STAR Reading and Math (for Lexile and GE) and classroom level assessments are used as data sources. Students living in local institutions for neglected and delinquent children benefit from food and clothing services and school nursing services. The school also contracts with an outside agency to provide mental health services for qualifying students.</p>

<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>STAR Reading and Math Assessments, Benchmark Assessments and MTSS data tracking sheets are used to identify students' needs and readiness for learning.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Not Applicable
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Our eighth grade faculty works closely with the counselors and CTAE Department at HCHS to provide meaningful transitional experiences for these students. Prior to taking a field trip to the high school, counselors and CTAE staff meet with eighth grade students to discuss course offerings and career pathways. Once students have the opportunity to tour the high school, high school staff return to the middle school and assist students in registering for their Freshmen classes. Select eighth grade students have the opportunity to earn high school credits. Many of these students will begin their high school experience by taking upper level classes along with other pathway courses. During each year of middle school, students are administered the appropriate career interest inventories through You Science.
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	At the beginning of the 2014-2015 SY, HCMS began school-wide implementation of Positive Behavior Interventions and Supports. Two of the chief tenants of this program is to teach appropriate behaviors throughout the school and reward those students chose to engage in these behaviors. Since the inception of this program, the overall number of students receiving office discipline referrals has decreased sharply. For FY24, only 52 State-Reportable Office Discipline Referrals were issued. Overall, the total number of discipline referrals decreased by almost 9% from FY23 to FY24.

ADDITIONAL RESPONSES

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8. Use the space below to provide additional narrative regarding the school's improvement plan.	Not Applicable
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