



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

NAME OF SCHOOL/PRINCIPAL:

Hutto Middle School/Mr. Roy Mathews

NAME OF DISTRICT/SUPERINTENDENT:

Decatur County Schools/Mr. Tim Cochran

- | | | |
|---|--|--|
| <input type="checkbox"/> Comprehensive Support School | <input type="checkbox"/> Targeted Support School | <input type="checkbox"/> Schoolwide Title 1 School |
| <input type="checkbox"/> Targeted Assistance Title 1 School | <input type="checkbox"/> Non-Title 1 School | <input type="checkbox"/> 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)

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Roy Mathews	Principal	
Crycynthia Gardner	Assistant Principal	
Michael Austin	Assistant Principal	
Cindy Clement	Lead Instructional Teacher	
Wally Landrum	Math Teacher	
Dena Godwin	Math Teacher/Social Studies Teacher	
Porche Chavers	Math Teacher	
Patricia Taunton	Math Teacher	
Angela Shockley	ELA/Writing Teacher	
Shyla Deen	ELA Teacher	
Melanie Schlimmer	ELA Teacher	
Stephanie Darley	Science Teacher	
Tiffany Rambo	Science Teacher	
Randi New	Social Studies Teacher	

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

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

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

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

Student academic need	Evidence of need	Possible action	Implications/ impact of action	Priority
Increase cognitive demand of tasks (rigor)	Instructional Rounds, RI/ilearn reports; CCRPI scores, GMAS	GOFAR; increase inquiry based learning; include higher level questioning during lessons/assessments	Improve GMAS scores, and student growth	1
Improve Comprehension in all subjects	Common assessments; GMAS; RI scores	UNRAVEI; notice & note strategies; context clues; higher level reading passages	Increase critical and analytical thinking; improve student growth; GMAS scores	2
Improve writing across the curriculum	Previous Write score/GCA scores; constructed response data; teacher observations	Increase DOK/rigor implementation of GCA' graphic organizers; rubrics, journaling	Improve writing scores and student growth	3
Increase technology as an instructional tool	CCRPI scores, GMAS	Implementation of Blended Learning—w/ pilot teams; chromebook cart per team; interactive websites; implement digital products PLTW (Project Lead the Way)	Improve student engagement, improve GMAS scores, improve CCRPI scores, exposure to variety of instructional methods	4
Professional Development	CCRPI scores, District/School surveys; TKES evaluations, administrative observations	Train teachers—effective engagement, DBQ, inquiry/project based learning, technology based instruction, increase rigor, book study—school culture	Increase student engagement, increase effective best practices, increase GMAS scores, improve cultural awareness	5

SMART GOAL #1: HMS will engage in work to improve comprehension and analytical thinking skills

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies <small>Include description of SWP 2, 7, 9, 10)</small>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
	5-6	<p>Increase rigor and cognitive demand of learning tasks by using:</p> <ul style="list-style-type: none"> • Higher order questioning • Student-led literature circles • Higher lexile-leveled reading passages for annotation <p>Implement the following strategies for increased comprehension:</p> <ul style="list-style-type: none"> • UNRAVEL • Notice & Note Signposts • Context Clues • Text-dependent questioning 	<p>Lesson Plans</p> <p>Edusoft Reports</p> <p>Student Growth from Data</p>	<p>Students scoring in Level 1 on the extended response portion of the GMAS will decrease by 15% over the next years.</p>	<p>Prentice Hall Tests</p> <p>Journey’s Assessments</p> <p>Quarterly RI student growth reports.</p> <p>Read 180</p> <p>System 44</p> <p>RI Student Growth Reports</p> <p>GMAS scores and student growth</p>	

SMART GOAL #2: HMS will engage in work to increase the Cognitive Demand of the Task (Rigor).

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies <small>Include description of SWP 2, 7, 9, 10)</small>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
	5th Grade 6 th Grade	The teachers will incorporate higher DOK questions in instruction through the use of performance tasks, quick writes, GOFAR (levels 3-5) questions, and strategies shared in the K8 innovation training– a minimum of once every 3 weeks.	Performance on tasks Common Assessments GMAS Data IKnow Test reports	The number of students performing below a level 2 will increase by 30% over the next 3 years. Students will demonstrate 30% growth from the pre test to the post test on common assessments.	Lesson Plans Instructional Rounds Common Assessments IKnow ThinkFast MyQ	

SMART GOAL #3 HMS will engage in work to improve student writing skills.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	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		
	5-6	<p>Increase level of rigor in writing assignments in each type of writing</p> <p>5th grade: narrative, opinion, informative, constructed responses</p> <p>6th grade: narrative, argumentative, informational, constructed responses</p> <p>Increase level of task in writing prompts:</p> <ul style="list-style-type: none"> • Use multi-step prompts • Use higher level DOL questions (explain, analyze, create) • GCA practice writing assesslets <p>Implementation of the following:</p> <ul style="list-style-type: none"> • Graphic organizers • GCA practice writing assesslets • Student-friendly rubrics for self-assessment 	Student writing tracking charts to be reviewed end of the semester	The number of students scoring a level 1 on the GMAS will decrease by 15% over the next three years using GCA writing data.	<p>GCA writing data</p> <p>Writing tracking chart data</p> <p>Integration of writing in all subject areas, and on common assessments</p>	

SMART GOAL #4: HMS will engage in work to increase use of technology as a learning tool.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies <small>Include description of SWP 2, 7, 9, 10</small>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
	5-6 Math	Students will utilize station rotations and have access to various software programs to use during station rotations.	Ilearn Google Classroom Khan Academy Learnzillion Tenmarks Kahoot Odyssey-ware	The number of students performing below a level 2 will increase by 30% over the next 3 years on based on GA Miles Students will demonstrate 30% growth from the pre test to the post test on common assessments.	Software reports Lesson Plans Common Assessments Instructional Rounds	

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies <small>Include description of SWP 2, 7, 9, 10)</small>	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
	(SWP 9)		Artifacts	Evidence		
	5th and 6th grade	<ol style="list-style-type: none"> 1. Writing in science journals and writing folders on a weekly basis using GO FAR Task 2. Completing constructed response questions during each common assessment 3. Writing summaries at the conclusion of lab experiences 4. Continue to improve DOK levels of rigor on Common Assessments 5. Increase the number of inquiry based student centered lab activities performed weekly 6. Implementation of EIE units within STEM capstone 	Common Assessments Science Journal/Folder Instructional Rounds Lesson Plans STEM Showcase	Students Demonstrate: Students will show a 30% growth from Level 1 and Level 2 to Level 3 on Science Pre-test/Post-test.	Data shows that students are mastering standards assessed by Science Pre-test/Post-test and School Common Assessments Instructional Rounds	

SMART Goal: With 2 years, HMS will increase faculty and staff professional development training from 41% to 50% overall satisfaction based on the school needs assessment survey (student support & intervention programs).

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
The school district will continue to provide professional development training to support teachers in effective content and pedagogy practices.	June 2016 ongoing	Teachers/Admin	Data to show that students are mastering standards, assessments, student survey data from TKES survey.	Professional Learning Sessions; Students who score proficient or distinguished on the GA Milestone will increase over the next three years from 30% to 60%.	
Administration will continue to provide professional learning and support teaching on ongoing process of improving instructional practices in cognitive demand of tasks, DOK, differentiation, and student growth.	June 2016 ongoing	Teachers/Admin/ Curriculum staff	TKES evaluations, and Summary performances. Instructional Rounds	75% of teachers will score in the proficient or higher range with TKES evaluations. Overall 5% increase of students will move from level 1 to level 2; 5% increase of students will move from level 2 to level 3 and 5% increase students will move from level 3 to level 4.	
Teachers will participate in department collaboration	August 2016- ongoing	Teachers/Admin	Department meeting agendas, sign in sheets,	Professional Learning Sessions; Integrated units, STEM ; 2-3 collaborative meetings yearly; 90% staff with attend 5 trainings 1 district training.	

Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. ___Yes___ (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

The Decatur County Human Resources Department strives to hire, retain, and compensate employees commensurate with the skills and abilities to accomplish the purpose and goals of Decatur County Schools. The Human Resources Department maintains the personnel data based and ensures that 100% of teachers are highly qualified. Decatur County Schools does not employ teachers that are not highly qualified and our school and county will continue to hire teachers and/or paraprofessionals that are highly qualified based on the standards established by the State of Georgia. If there were ever a situation where students were not being instructed by a highly qualified teacher or long-term substitute, parents would be notified in writing. Hutto Middle School employs 100% highly qualified teachers and paraprofessionals.

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>

Hutto Middle School

Table A

Goal: Increase student attendance

2012 Attendance	2013 Attendance	2014 Attendance	2015 Attendance	2016 Attendance	2017 Target
53.6%	47.4%	48.8%	48%	57%	63%
Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	%

Table C

Goal: Increase Teacher/Leader/Staff attendance

School Level	2012 Attendance	2013 Attendance	2014 Attendance	2015 Attendance	2016 Attendance	2017 Target
Certified	%	94.3%	96.29%*	96.49%	%	96%
Non Certified	%	93.6%	92.2%	93.87%	%	95%
Leadership	%	98.2%	97.3%	95.15%	%	97%

**Hutto Middle School
Table D**

Goal: Decrease the number of days of OSS and ISS

School Level	2012 Suspensions	2013 Suspensions	2014 Suspensions	2015 Suspensions	2016 Suspensions	2017 Target
OSS	495 Actual	531 Actual	242 Actual	217 Actual	254 Actual	150
						%
ISS	1032 Actual	1439 Actual	427 Actual	597 Actual	671 Actual	400
						%

Hutto Middle School

Table E

Goal: Increase the percentage of students achieving Lexile Targets

Schools	2012crct	2013	2014	2015gmas	2016	2017
Elementary 3rd	%	%	%	%	%	%
650 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	%
Elementary 5th	*60%	*57%	*55%	*52.53%	%	60%
850 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	%
Middle School	66.9%	69.2%	73.8%	52%	%	75%
925 Target*	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	%
High School	%	%	%	%	%	%
1275 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	%

925 Target** Based on our 6th grade scores

Hutto Middle School

Table F - 1

Goal: Increase the percentage of Student Growth Percentiles 35 and higher in all content areas of Elementary or Middle School

Elementary	2012 Actual	2013 Actual	2014CRCT Actual	2015Gmas Actual	2016Gmas Actual	2017 Target
Reading	33%	37%	35%	25%	%	30%
Language Arts	44%	42%	42%	25%	%	30%
Math	19%	38%	27%	24%	%	30%
Science	50%	39%	56.5%	43%	%	50%
Social Studies	63%	62%	49%	52%	%	55%

Middle	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Actual	2017 Target
Reading	57%	44%	57%	40.5%	%	45%
Language Arts	42%	47%	36%	40.5%	%	45%
Math	26%	39%	38%	28%	%	35%
Science	32%	34%	35%	26%	%	35%
Social Studies	38.5%	41%	41%	33%	%	40%

Hutto Middle School

Table G

Goal: Increase the Percentage of Achievement Gap Points Earned

School Level	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Actual	2017 Target
Achievement Gap Points	%	%	%	%	%	%
Middle	8	9	9	3.3		5
Elementary	3	8	8	4.2		5

Table H

Goal: Increase CCRPI Scores

	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Actual	2017 Target
Elementary	67.1	77.9	78.2	61.7		70.0
Middle	65.8	71.5	72.9	56.3		70.0
Combined	66.5	74.6	75.5	58.9		70.0