



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

NAME OF SCHOOL/PRINCIPAL: Hutto Middle School/ Dr. Crycynthia Gardner		
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
Dr. Crycynthia Gardner	Principal	
Michael Austin	Assistant Principal	
RC Tucker	Assistant Principal	
Cindy Clement	Lead Instructional Teacher	
Renee Comerford	Math Teacher	
Dena Godwin	Math Teacher/Social Studies Teacher	
Patricia Taunton	Math Teacher	
Angela Shockley	ELA/Writing Teacher	
Teresa Bailey	ELA/Social Studies Teacher	
Ashley Powell	ELA Teacher	
Stephanie Darley	Science Teacher	
Tiffany Rambo	Science Teacher	
Kelley Cassels	Social Studies Teacher	
Shyla Bryant	Parent Involvement/ELA	

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
Writing	GCA scores, constructed responses, common assessments,	Increase cognitive demand of tasks, implement effective teaching strategies, utilize technology as instructional strategy, implement new GSE,	Students will improve GMAS scores in all subject areas, and constructed responses on formative assessments, and GCA scores	1
Teaching & Learning 1. Cognitive demand and of task 2. Analytical thinking 3. Numbers & operations 4. Literacy	Formative assessments, GMAS data, Instructional Rounds, Program assessments, and common assessments	Subject specific action plans based on data and needs of students, Blended Learning, STEM and tracking.	Students will improve on checkpoint scores and GMAS scores, common assessments, and	2
Attendance	CCRPI score, monthly reports	Review attendance reports, increase communication with parents, recognition of perfect attendance, implement attendance meetings	Increase CCRPI score and increase academic achievement	3
Professional Development	Implementation of new programs, GMAS data, Instructional and Rounds	Provide ongoing and relevant professional learning opportunities, book study, and provide support for staff.	Improve or maintain highly qualified staff, and enhanced effective teaching for improved student growth	4

Use additional pages as needed.

SMART GOAL #1

This year, 2017-2018 40% of our students in 5th grade will meet or exceed the target score of 3 on the Narrative Writing portion of the GMAS by improving writing across the curriculum; 40% of our students in 6th grade will meet or exceed the target score of 3 on the Narrative Writing portion of the GMAS by improving writing across the curriculum

(SWP 2, 7, 9, 10)

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		
2017-2018	5th and 6th grade teachers	<p>Increase cognitive demand of tasks, implement effective teaching strategies, utilize technology as an instructional strategy, and implement new GSE.</p> <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"> • Notice & Note Signposts • UNRAVEL • Context Clues • Text-dependent questioning • Progress monitoring of Lexiles, AR records, and fluency checkouts (fluency-Journeys, Read 180 & System 44) 	<p>Student Writing Samples</p> <p>Teacher Rubrics</p> <p>GMAS</p> <p>GCA</p> <p>Illuminate</p> <p>Student Growth Data</p>	<p>Students will improve GMAS scores in all subject areas, and constructed responses on formative assessments, and GCA scores.</p> <p>Improved common assessment scores</p> <p>Improved writing across the curriculum</p> <p>Observations show increase of writing in all classes</p>	<p>Writing tracking through observations across ALL content areas</p> <p>Writing Sample data from student work</p> <p>GCA Writing data</p> <p>Tracking rubric data for writing assignments in Journeys and Collections</p>	

		<p>Implementation of Collections Y1 and Journeys Y2</p> <p>Increase level of rigor in writing assignments in each type of writing 5th grade: narrative, opinion, informative, constructed responses 6th grade: narrative, argumentative, informational/expository, constructed responses</p> <ul style="list-style-type: none"> ● Professional learning- Building a Culture of Writing/RESA-Nancy Slocomb ● GMAS data review of levels ● Use of GMAS writing exemplars <p>Increase level of task in writing prompts</p> <ul style="list-style-type: none"> ● use multi-step prompts ● use higher level DOK 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 (Co-created rubrics) ● Align all county rubrics with state writing rubrics ● Review Journeys writing lessons 				
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SMART GOAL #2

HMS staff will increase cognitive demand of task with rigor, comprehension, and analytical thinking by increasing content mastery by 15% in each content area on the GMAS, while increasing students passing with Proficient or Distinguished by 10%

(SWP 2, 7, 9, 10)

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		
2017-2018	5th and 6th grade teachers	<p>Subject specific action plans based on data and needs of students, Blended Learning, STEM and tracking.</p> <p>MATH: 6th Math: iReady 5th Math: RESA Professional Development</p> <ul style="list-style-type: none"> Continue to incorporate higher DOK questions in math instruction through the use of performance tasks, formative assessment lessons, quick writes and GOFAR (levels 3-5) questions (a minimum of three per 9 weeks) Utilize technology as an instructional strategy in order to provide differentiated instruction: <ul style="list-style-type: none"> iLearn MobyMax Google classroom Khan Academy Learnzillion 	<p>MATH: Performance on Tasks Common Assessments GMAS Data iKnow Data Formative Assessments</p> <p>SCIENCE: Common Assessments Science Journal Instructional Rounds</p>	<ul style="list-style-type: none"> Performance on state tasks and formative assessment lessons Common assessments GMAS data iKnow data <p>Students will show consistent improvement in cognitive development in Science journals.</p> <p>HMS Math educators will decrease the number of students scoring a level 1 on the GMAS by 15%</p>	<ul style="list-style-type: none"> Improved performance on state tasks and formative assessment lessons Improved common assessment scores Improvement in both GMAS Scores and student growth Improvement in both iKnow scores and student growth Online practice for GMAS (typing constructed responses, 	

		<p>Science</p> <ul style="list-style-type: none"> • Incorporate the use of writing in science journals/writing folders on a weekly basis using GO FAR Task, inclusion of constructed response questions on each common assessment, construct an argument to support science concept/concepts(refer Evidence of Learning science framework), and inclusion of writing summaries for each lab experiences. • Enhance reading skills and vocabulary with the use of non-fiction text in content area by using close reading strategies, incorporating vocabulary games with technology (Kahoot, Quizlet, Quizizz, Flocabulary, Picture Perfect Science), and the use of SWAGulary/SWAG daily. • Utilized the Blended Learning Rotation Model to provide differentiated instruction using resources such as Mobymax, Quizizz, Kahoot, Quizlet, and Google Classroom, Google Forms, and Flocabulary. • Extract, create, and interpret data taken from lab experiences and given charts/graphs to better link the standard to real world scenarios. • Incorporate the use of a performance based assessment each unit of study to determine the student’s knowledge of the standards. • Incorporate the use of common summative assessments to determine the student’s knowledge of the standards. 	<p>Science Units using 5 E Model</p> <p>GMAS Science Assessment</p> <p>EIE units</p> <p>Lesson Plans</p>	<p>and increase the number of students scoring a level 3 on the GMAS by 10% by increasing the cognitive demand of the task (rigor).</p> <p>Students will increase GMAS scores by 8% in 5th grade and 10% in 6th grade.</p> <p>Students will increase GMAS Social Studies scores by 7% in 5th grade and 19% in 6th grade.</p> <p>Instructional Rounds 2.0 Observations</p>	<p>entering numerical answers, using a calculator, etc)</p>	
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		<ul style="list-style-type: none"> • Reevaluate common summative assessments to ensure high level questions are included that are correlated to the new GSE. • Reevaluate labs to blend multiple GSE standards to ensure cognitive demand of tasks within each lab. • Professional Development on new GSE: Crosscutting concepts, Scientific and Engineering practices, and Disciplinary Core Ideas. <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> • Utilize graphic organizers to help students organize information and make connections with content. • Reevaluate common assessments to ensure high level questions are included that are correlated to the new GSE. • GOFAR high level tasks (levels 3-5) • Inquiry-Based Instruction: 1 DBQ or Social Studies Lab per 9 weeks will be used which will require students to analyze and respond to multiple documents in order to produce a high-level product. • Instructional Units/Frameworks will be used to require students to complete high DOK tasks. 	<p>Lesson Plans</p> <p>Units DBQ/Labs</p>	<p>Common Assessment Results and Data Analysts</p> <p>IR, IR2.0</p> <p>Observation of DOK level questions during tasks</p> <p>Blended Learning as evident in IR</p>		
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		<ul style="list-style-type: none"> ● Professional Development on New GSE: <ol style="list-style-type: none"> 1. Teacher Notes 2. Content Screencasts 3. Video Dictionary 4. Virtual Specialists 5. Instructional Activity Screencasts 6. Online Instructional Activities ● Enhanced Instruction with Technology: ● Students will create content-specific digital products such as Power Points, Prezis, PowToons, Google Slides, and Websites ● Students will utilize online articles, webquests, interactive websites (i.e. Brainpop, Hands-On Banking), and Discovery Education to increase understanding and conduct research on standard-specific content. <p>Utilize Blended Learning Rotation Model to provide differentiated instruction using resources such as MobyMax, Quizzit, Kahoot, Quizlet, and Google Classroom.</p>				
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SMART GOAL #3

HMS staff and administration will work to increase student attendance by 5 % for the overall school year

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		
2017-2018	ALL Faculty and Staff	Review attendance reports, increase communication with parents, recognition of perfect attendance, implement attendance meetings	CCRPI score Monthly Attendance Reports	Student attendance on CCRPI increases by 5% Monthly comparison data of attendance from 2016-17 school term	Increase CCRPI score and increase academic achievement	

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 2017 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 2017 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 2017-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.	
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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

School Name

Goal: Increase student attendance

2013 Attendance	2014 Attendance	2015 Attendance	2016 Attendance	2017 Attendance	2018 Target
53.6%	47.4%	48%	56%	%	%
Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	%

Table C

Goal: Increase Teacher/Leader/Staff attendance

School Level	2013 Attendance	2014 Attendance	2015 Attendance	2016 Attendance	2017 Attendance	2018 Target
Certified	94.3%	96.29%	96.49%	97.37%	96.63%	%
Non Certified	93.6%	92.2%	93.87%	96.45%	96.61%	%
Leadership	98.2%	97.3%	95.15%	98.04%	98.04%	%

Hutto Middle School

Table D

Goal: Decrease the number of days of OSS and ISS

School Level	2013 Suspensions	2014 Suspensions	2015 Suspensions	2016 Suspensions	2017 Suspensions	2018 Target
OSS	531	242	217	254	363	%
	Actual	Actual	Actual	Actual	Actual	%
ISS	1439	427	597	671	460	%
	Actual	Actual	Actual	Actual	Actual	%

Hutto Middle School

Table E Goal: Increase the percentage of students achieving Lexile Targets

Schools	2013	2014	2015	2016	2017	2018
Elementary 3rd	%	%	%	%	%	%
650 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Target%
Elementary 5th	57%	55%	52.53%	64.81%	60%	%
850 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Target%
Middle School	69.2%	73.8%	52%	50.72%	75%	%
1050 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Target%
High School	%	%	%	%	%	%
1275 Target	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Actual Rate	Target%

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	2013 Actual	2014CRCT Actual	2015GMAs Actual	2016GMAs Actual	2017 Actual	2018 Target
Reading	37%	35%	25%	50%	%	%
Language Arts	42%	42%	25%	50%	%	%
Math	38%	27%	24%	56%	%	%
Science	39%	56.5%	43%	60%	%	%
Social Studies	62%	49%	52%	58%	%	%

Middle	2013 Actual	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target
Reading	44%	57%	40.5%	41%	%	%
Language Arts	47%	36%	40.5%	41%	%	%
Math	39%	38%	28%	38%	%	%
Science	34%	35%	26%	40%	%	%
Social Studies	41%	41%	33%	41%	%	%

Hutto Middle School

Table G

Goal: Increase the Percentage of Achievement Gap Points Earned

School Level	2013 Actual	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target
Achievement Gap Points	%	%	%	%	%	%
Middle	9	9	3.3	2		
Elementary	8	8	4.2	5		

Table H

Goal: Increase CCRPI Scores

	2013 Actual	2014 Actual	2015 Actual	2016 Actual	2017 Actual	2018 Target
Elementary	77.9	78.2	61.7	66.3		
Middle	71.5	72.9	56.3	45.8		
Combined	74.6	75.5	58.9	56		