

Haymon-Morris Middle School

**SCHOOLWIDE IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN
PROFESSIONAL LEARNING PLAN**

NAME OF SCHOOL PRINCIPAL: Dr. James Bowen
NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael
<input checked="" type="checkbox"/> Schoolwide Title 1 School <input type="checkbox"/> Targeted Assistance Title 1 School <input type="checkbox"/> Non-Title 1 School <input type="checkbox"/> Comprehensive Support School <input type="checkbox"/> Targeted Support School

	Type name below for plan approval	Approval Date
Superintendent	Dr. Chris McMichael	9/2/16
Title I Director	David Beeland, Jr.	8/25/16
System Professional Learning Coordinator	Meggan McNally	8/10/16
School Governance Team Chairperson	Brandi Sikes	
Principal	Dr. James B. Bowen, Jr.	8/31/16

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
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<p>Increase student achievement in ELA</p>	<p>2015/2016 Milestone Results for ELA. % of students identified as Developing, Proficient, and Distinguished:</p> <table border="1" data-bbox="422 521 1100 792"> <thead> <tr> <th>Subgroup</th> <th>HMMS 2015</th> <th>HMMS 2016</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>73.35</td> <td>76.96</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td>72.00</td> <td>86.36</td> </tr> <tr> <td>Black</td> <td>76.00</td> <td>65.62</td> </tr> <tr> <td>Hispanic</td> <td>69.92</td> <td>73.85</td> </tr> <tr> <td>Multi-Racial</td> <td>78.26</td> <td>80.0</td> </tr> <tr> <td>White</td> <td>78.14</td> <td>79.78</td> </tr> <tr> <td>Econ. Disadv</td> <td>66.18</td> <td>71.79</td> </tr> <tr> <td>EL</td> <td>26.92</td> <td>19.23</td> </tr> <tr> <td>SWD</td> <td>20.90</td> <td>22.67</td> </tr> </tbody> </table>	Subgroup	HMMS 2015	HMMS 2016	All Students	73.35	76.96	Asian/Pacific Islander	72.00	86.36	Black	76.00	65.62	Hispanic	69.92	73.85	Multi-Racial	78.26	80.0	White	78.14	79.78	Econ. Disadv	66.18	71.79	EL	26.92	19.23	SWD	20.90	22.67	<p>Teachers at HMMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators Instructional Coach</p>	<p>Parent Link phone/email message Agenda reminder Weekly homeroom emails Parent letter HMMS Marquee HMMS Website Parent Feedback form</p>
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<p>Increase student engagement</p>	<p>CNA Spring 2016 Teacher surveys 27.27% of teachers would like professional learning on increasing student engagement.</p> <p>CNA Spring 2016 Teacher surveys 24.24% of teachers would like professional learning with managing student behaviors.</p>	<p>Teachers at HMMS Parents and community.</p>	<p>Survey data Faculty meeting Feedback form</p>																														





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Integration of STEAM activities	30.6% of teachers would like professional learning on including STEAM activities into their classroom.	Teachers at HMMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators	Parent Link phone/email message Agenda reminder Weekly homeroom emails Parent letter HMMS Marquee & Website Parent Feedback form															
Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders															
Increase effective use of technology by teachers and students	CNA Spring 2016 Teacher surveys 66.7% felt prepared to utilize/implement BYOT, 33.3% felt prepared to utilize/implement publishing student work. 75.8% felt prepared to design and implement effective technology use based on the BCSS Charter.	Teachers at HMMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators Digital Coach	Parent Link phone/email message Agenda reminder Weekly homeroom emails Parent letter HMMS Marquee & Website Parent Feedback form															
Increase the academic performance of the EL subgroup	<p>Milestones data from 2015 and 2016 for students identified in the EL subgroup. % of students passing:</p> <table border="1" data-bbox="457 987 989 1127"> <thead> <tr> <th>Subject</th> <th>HMMS 2015</th> <th>HMMS 2016</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>26.92</td> <td>19.23</td> </tr> <tr> <td>Math</td> <td>79.31</td> <td>37.93</td> </tr> <tr> <td>SS</td> <td>51.73</td> <td>32.14</td> </tr> <tr> <td>Science</td> <td>38.46</td> <td>44.00</td> </tr> </tbody> </table> <p>51.51% of teachers self-reported that they feel somewhat prepared/not prepared to integrate WIDA standards and content standards into classroom instruction.</p> <p>53.13% of teachers self-reported that they feel somewhat prepared/not prepared to consult WIDA Can Do descriptors to determine appropriate linguistic expectations for EL students</p>	Subject	HMMS 2015	HMMS 2016	ELA	26.92	19.23	Math	79.31	37.93	SS	51.73	32.14	Science	38.46	44.00	Teachers at HMMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators ESOL Teacher	Parent Link phone/email message Agenda reminder Weekly homeroom emails Parent letter HMMS Marquee & Website Parent Feedback form Use of BCSS approved Interpreter at conferences/parent meetings Letters and Flyers home will be communicated in multiple languages
Subject	HMMS 2015	HMMS 2016																
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<p>Increase the academic performance of all students in all academic areas.</p>	<p>Milestones data from 2015 and 2016 for all students for all four content areas. % of students passing:</p> <table border="1" data-bbox="422 488 995 626"> <thead> <tr> <th>Subject</th> <th>HMMS 2015</th> <th>HMMS 2016</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>73.35</td> <td>76.96</td> </tr> <tr> <td>Math</td> <td>86.64</td> <td>86.49</td> </tr> <tr> <td>Science</td> <td>69.86</td> <td>78.51</td> </tr> <tr> <td>SS</td> <td>78.38</td> <td>81.61</td> </tr> </tbody> </table>	Subject	HMMS 2015	HMMS 2016	ELA	73.35	76.96	Math	86.64	86.49	Science	69.86	78.51	SS	78.38	81.61	<p>Teachers at HMMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators</p>	<p>Parent Link phone/email message Agenda reminder Weekly homeroom emails Parent letter HMMS Marquee HMMS Website Parent Feedback form</p>
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GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			





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<p>Increase the percent of students scoring at level 2 or higher on the Georgia Milestone Assessment in Language Arts/ English by three percent. (2016-76.96%)</p> <p>Increase the percent of students scoring at level 2 or higher on the Georgia Milestone Assessment in Math by three percent.</p>	<p>Use monthly Common Content Meetings to focus on content specific strategies and professional learning to engage learners in effective writing practices and critical analysis of text.</p>	<p>Content leader</p>	<p>Monthly content meetings- 2nd Tuesday of each month</p>	<p>Content meeting agendas, content meeting minutes, Professional learning plan</p>	<p>Leaders Demonstrate: Content leaders set expectations for Content meetings and Collect, Review and discuss Content agendas and minutes with administration.</p> <p>Teachers Demonstrate: The ability to collaborate with colleagues to develop and use content specific strategies that result in higher levels of student academic achievement</p> <p>Students Demonstrate: Increase student achievement in ELA. Engage in research based ELA strategies</p>	<p>Minutes will be monitored monthly by content leaders, admin to ensure a focus on student achievement and the PLC is focused on the guiding questions.</p> <p>Admin will provide content leaders agenda items to be discussed at content meetings based on the guiding questions of PLC work.</p>	<p>\$1000 Title 1 to purchase supplies and materials, i.e. paper, notebooks</p>	<p>BCSS Indicators*: A, I</p> <p>AdvancED: 1.3, 3.4, 3.5, 3.11, 4.1</p> <p>GA Standards: CS 1, CS 2, CS 3, A1, A2, A5, I4, I7, PL 1, PL 2, L4, L6, L8, PO 1, PO 5, FCE 4, SC2</p>
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(2016-86.49%)	Use constructed and extended response items on teacher made assessments during each unit. The assessment items will be modeled after the Georgia Milestone Assessment example items.	Content leaders, instructional coach	Completed during the unit	Lesson plans, formative and summative assessments	<p>Leaders Demonstrate: Support for improving student writing ability by ensuring that PLC leaders have the ability to effectively lead teachers through the process of including writing prompts in assessments.</p> <p>Teachers Demonstrate: Construct assessments and review analysis of student performance. Develop a remediation plan for students who did not meet standards.</p> <p>Students Demonstrate: Students will demonstrate proficiency on responding to constructed and extended writing prompts.</p>	Review of common assessments in local content PLC and district assessment PLC level meetings to determine best practices and aligned to standards Review and access lesson plans	\$0	<p>BCSS Indicators*: A, I</p> <p>AdvancED: 3.2,3.3,3.4,3.5,3.11,4.1,</p> <p>GA Standards: I2, I4, I7, I9, SC 2</p>
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	Utilize paired text writing once per quarter with specific prompts to model extended writing like that found on the GMA.	English Content Leader, Content Instructional Coach,	One Mock writing per quarter	Writing prompts, Teacher feedback, and individualized writing improvement plan Use of common rubric modeled after state milestone GMA	<p>Leaders Demonstrate: Review and support HMMS Mock Writing program</p> <p>Teachers Demonstrate: Provide Mock writing prompts and classroom environment to engage students in the writing process.</p> <p>Provide students with feedback in the writing process as it relates to each prompt. Each content teacher will assist in writing a prompt related to their content during the year.</p> <p>Students Demonstrate: Students will self-evaluate their writing experience and develop an individualized plan for improvement.</p>	ELA teachers, Administration, Instructional coach and content teachers create the assessment and review results Results will be reviewed with Instructional Coach and Administration	\$500 Title 1 - copy paper	<p>BCSS Indicators*: A, I</p> <p>AdvancED: 3.2,3.3,3.4,3.5,3.11,4.1,</p> <p>GA Standards: A3, A4, A5, 17,18,19</p>
	Use Extended Learning Time to provide remediation or enrichment as appropriate based on skill level.	All teachers, instructional coach	ELT's will change quarterly	Class roster and Tiered RTI rosters RTI documents	<p>Leaders Demonstrate: Support ELT with resources and materials required</p> <p>Teachers Demonstrate: Plan and implement lessons that are specific to the needs of the learners in their ELT.</p> <p>Students Demonstrate: Actively engage in ELT activities.</p>	Grade level and RTI team review RTI documents	None	<p>BCSS Indicators*: A, I</p> <p>AdvancED: 3.10,4.2,4.6,5.4</p> <p>GA Standards: A4, I2,I3, I5, I9, PO2,SC4</p>

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	Utilize immediate feedback to students and create differentiated instructional groups for all learners during each instructional unit.	All teachers, instructional coach	Differentiation will be labeled on lesson plans submitted weekly.	All in Learning Data, Content meeting agendas, meeting minutes, and grade level content agendas, lesson plans and remediation rosters	<p>Leaders Demonstrate: Set expectations for differentiation and provide PL and resources as needed</p> <p>Teachers Demonstrate: Analyze formative and summative assessments to determine the specific needs of the learners in their classroom. Plan lessons that target the learning needs of the students who do not meet the standards.</p> <p>Students Demonstrate: Students will be placed in remediation and enrichment groups to increase literacy and problem solving skills.</p>	Administrators and Instructional coach will meet with teachers once per month in grade level meetings to ensure that AIL results are being used to make adjustments in lesson plans to ensure the success of students based on identified need.	None	<p>BCSS Indicators*: A, I</p> <p>AdvancED: 3.1,3.2,3.3, 3.6, 3.10</p> <p>GA Standards: A1,A2, A5, I2,I3, I5, I7,</p>
	Utilize Math Applications class to provide remediation to identified students.	Math App. Teacher	Year long Math application class with frequent formative progress monitoring using RTI	Classroom rosters	<p>Leaders Demonstrate: Provide resources for Math Application Teacher</p> <p>Teachers Demonstrate: Deliberately plan lessons to meet the needs to the learners in the Math Classroom..</p> <p>Students Demonstrate: Grade level proficiency on the GMA</p>	Progress monitoring using RTI Instructional Coach will meet with teacher to review student progress		<p>BCSS Indicators*: A, I,L</p> <p>AdvancED: 3.3, 3.12, 4.6</p> <p>G Standards: I1,I2,I3,I5,I9,PO2, PO5</p>

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GOAL AREA II: FAMILY AND STAKEHOLDER ENGAGEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
Increase attendance at Family Engagement activities at HMMS. 2015-2016: Curriculum Night: 72 Annual Title I: 5 GMA Night: 5	Offer assistance with Parent Portal sign ups at open house	Instructional Coach and all teachers	First Month of School	Parent flyers, emails, Social Media posts, sign in sheets	<p>Leaders Demonstrate: The importance of family engagement by ensuring that multiple family engagement opportunities are provided, teachers regularly communicate with parents and parents are challenged to regularly use technology to keep informed about their child's progress.</p> <p>Teachers Demonstrate: The importance of family engagement by communicating weekly with parents using multiple means, including technology, informing parents about the use of technology in instruction, and updating parents about their child's progress.</p> <p>Parents and Students Demonstrate: An understanding that the more involved families are in their child's education the more successful the child will be.</p>	Parentlink results Sign-in sheets	\$0	<p>BCSS Indicators: GA1 Learning supports GA2 C & C Partnerships GA3 Communications Planning</p> <p>AdvancED: 1.1,2.4,2.5,3.8,3.12,4.6,4.7,5.5</p> <p>GA Standards: FCE1,FCE2, FCE3, FCE4,FCE5,FCE6</p>





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	Increase the level of parent communication about technology lessons	All Teachers	Monthly	Weekly emails, newsletters, teachers syllabi, parent link documentation	<p>Leaders Demonstrate: Schedule parent nights/visits</p> <p>Teachers Demonstrate: BYOT notifications, Google classroom,</p> <p>Students Demonstrate: Engagement in technology lesson, agenda notification</p>	Google classroom reports, Syllabi, Parentlink documentation, increase BYOT participation, increase in funds raised for technology purchases		<p>BCSS Indicators: GA1 Learning supports GA2 C & C Partnerships GA3 Comm.Planning</p> <p>AdvancED: 1.1,2.4,2.5,3.8,3.12,4.6,4.7,5.5</p> <p>GA Standards: FCE1,FCE2, FCE3, FCE4,FCE5,FCE6</p>
	Increase the level of parent communication about technology lessons	Digital Coach	Monthly	Weekly emails, newsletters, teachers syllabi, parent link documentation	<p>Leaders Demonstrate: Schedule parent nights/visits</p> <p>Teachers Demonstrate: BYOT notifications, Google classroom,</p> <p>Students Demonstrate: Engagement in technology lesson, agenda notification</p>	Google classroom reports, Syllabi, Parentlink documentation, increase BYOT participation, increase in funds raised for technology purchases		<p>BCSS Indicators: GA1 Learning supports GA2 C & C Partnerships GA3 Comm. Planning</p> <p>AdvancED: 1.1,2.4,2.5,3.8,3.12,4.6,4.7,5.5</p> <p>GA Standards: FCE1,FCE2, FCE3, FCE4,FCE5,FCE6</p>





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	Provide opportunity for parents to become familiar with technology used at HMMS in a parent workshop.	Digital Coach, leadership team, and administration	Twice a year	Sign in sheets, presentation, and parent feedback forms, advertising of workshops	<p>Leaders Demonstrate: Schedule parent workshop opportunities STEAM night</p> <p>Teachers Demonstrate: Lead workshop sessions, send weekly emails to parents to invite them to workshop, Call parents and invite them to workshop</p>	Sign-in sheets Parentlink results		<p>BCSS Indicators*: GA1 Learning supports GA2 C & C Partnerships GA3 Communications Planning</p> <p>AdvancED: 1.1,2.4,2.5,3.8,3.12,4.6,4.7,5.5</p> <p>GA Standards: FCE1,FCE2, FCE3, FCE4,FCE5,FCE6</p>
Maintain communication with all EL students and their families through 4-week progress report	Using Language Line and interpreters, each grading period, ESOL teacher will call parents and provide an update to student progress.	ESOL teacher and team teachers	Monthly	IC contact log, Language Line use, Progress report and Report card signatures.	<p>Leaders Demonstrate: Establish and monitor expectations of parent communication</p> <p>Teachers Demonstrate: Grade level teachers and ESOL teacher meet ESOL teacher communicates</p> <p>Students Demonstrate: Communicate progress report and report cards with families.</p>	Leadership will monitor communication log Leadership will meet with EL teacher quarterly to discuss EL students and their needs.	\$0	<p>BCSS Indicators*: GA1 Learning supports GA2 C & C Partnerships GA3 Communications Planning</p> <p>AdvancED: 1.1,2.4,2.5,3.8,3.12,4.6,4.7,5.5</p> <p>GA Standards: FCE1,FCE2, FCE3, FCE4,FCE5,FCE6</p>





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	Professional learning on the specific needs of EL students and strategies to implement in the classroom facilitated by the ESOL teacher and the district EL support specialist to entire HMMS faculty	EL Teacher/ Content Leader	Quarterly	Meeting agendas, PPT, specified strategies documented in lesson plans PL Sign-in sheets	<p>Leaders Demonstrate The importance of meeting the needs of EL students will be communicated to the staff of HMMS by ensuring staff understands how to read an ACCESS score, understands using WIDA in classrooms and can establish appropriate learning goals for the classroom.</p> <p>Teachers Demonstrate: Will use appropriate Can DO Descriptors for EL students in Co Taught Science and Social Studies classrooms using the push in model and eventually to others once PL has been delivered.</p> <p>Students Demonstrate: increased proficiency to move bands on the ACCESS test</p>	Classroom observations by the Administration ensuring language goals for EL students are being communicated with ESOL teacher and Co teacher	\$0	<p>BCSS Indicators*: GA1 Learning supports GA2 C & C Partnerships GA3 Communications Planning</p> <p>AdvancED: 1.1,2.4,2.5,2.6, 3.8,3.11,3.12,4.6,4.7,5.5</p> <p>GA Standards: PL1,PL2,PL5,PL6</p>
	Language goal tied to reading, writing, speaking or listening displayed for every lesson.	Teachers of all EL students	Daily	Lesson plans, add in WIDA performance rubric	<p>Leaders Demonstrate: The importance of meeting the needs of EL students will be communicated to the staff of HMMS by ensuring staff understands how to read an ACCESS score, understands using WIDA in classrooms and can establish appropriate learning goals for the classroom.</p> <p>Teachers Demonstrate: Will use appropriate language goals for EL students in Co Taught Science and Social Studies classrooms using the push in model and eventually to others once PL has been delivered.</p> <p>Students Demonstrate: Increased proficiency to move bands on the ACCESS test</p>	Review of lesson plans and classroom observations Review WIDA rubric	\$0	<p>BCSS Indicators*: GA1 Learning supports GA2 C & C Partnerships GA3 Communications Planning</p> <p>AdvancED: 1.1,1.2,2.4,2.5,3.8,3.12,4.6,4.7,5.5</p> <p>GA Standards: I1,I2,I3,I5,L4, SC1,SC2,SC3</p>





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GOAL AREA III: OPERATIONAL EFFECTIVENESS

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>Increase the number of positive responses on the BCSS technology teacher survey in regards to preparedness level using technology in the classroom by 3 %.</p> <p>Teacher survey results (very prepared):</p> <p>BYOT :55.56%</p>	<p>Use of technology and the level on the SAMR model will be documented in lesson plans.</p> <p>Use of technology in classroom instruction</p>	<p>Digital Coach</p> <p>Media Specialist</p> <p>Technology committee</p>	<p>Weekly lesson plans</p>	<p>Lesson plans</p> <p>Google technology check-out calendar</p> <p>*enter description of use</p>	<p>Leaders Demonstrate: The importance of instructional technology use by regularly modeling effective use and communicating the importance of effective use in instruction to teachers at monthly faculty meetings.</p> <p>Teachers Demonstrate: Use technology in classroom instruction aligned to standards</p> <p>Students Demonstrate: Engagement in technology lesson and the ability to use technology to solve complex problems related to the content standard/critical higher order thinking</p>	<p>Review of lesson plan and calendar</p> <p>Analysis of technology use</p> <p>Teacher survey results</p>	<p>Title I</p> <p>Purchase Chromebooks and Chromebook Cart</p>	<p>BCSS Indicators: I&T</p> <p>AdvancED: 3.1,3.3,,4.2,4.5,4.6</p> <p>GA Standards: I1,I2,I4,15,I6,PO4</p>





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Google Apps: 66.67%	Peer observations - teachers will observe and host technology lessons in other classrooms in order to gain ideas as well as increase the comfort level with implementation in their own classroom.	Admin Digital Coach	One of the three required peer observations is based on technology Completed by: 1st: Oct. 5th 2nd: Dec. 18 3rd: March 15	Lesson Plans, Teacher to Teacher Observation reflections	<p>Leaders Demonstrate: Provide opportunities for teachers to observe technology lessons</p> <p>Teachers Demonstrate: Use of technology is an effective instructional tool and not substitute the use of technology</p> <p>Students Demonstrate: Engagement in technology lesson and the ability to use technology to solve complex problems related to the content standard/critical</p>	Peer observation reports		<p>BCSS Indicators: A, I,,P</p> <p>AdvancED: 3.1,3.3,3.11,,4.2,4.5,4.6,5.2</p> <p>GA Standards: I1,I2,I4,15,I6 PL2,PL4,SC2,SC4</p>
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Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Captains	Professional Learning Timeline	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources
Book Study: Teach like a Pirate by Burgess	Dr. Bowen and Mrs. Crosswhite	July 2016	Sign In sheets, Book Study Activities, Teacher Feedback	Classroom Observation	Title I \$100
Content Specific Literacy Based Activities	Instructional Coach	Preplanning Monthly Content Meeting	Sign In sheets, Agenda, Minutes, Teacher Activities	Classroom Observations, Lesson plans, Student work	
Code of Ethics/Legal Issues	Dr. Bowen	August Faculty Meeting	Sign In sheets, Agenda, Minutes, Teacher Activities	TKES	

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Weekly PL Communities on grade level with shared content	Common Grade Level Content Teachers	Weekly	Summary of PLC meeting	Administration attend meeting, Observations, Lesson PLans, PL goals, Remediation Plans	Title I \$100
Monthly PL Communities/Vertical Content Meetings	Content Leaders	2nd Tuesday of the Month	Sign In sheets, Agenda, Minutes, Teacher Activities	Administration attend meeting, Observations, Lesson PLans, PL goals, Remediation Plans	Title I \$100
Effective Use of Technology	Digital Coach	Pre planning and Quarterly	Sign In sheets, Agenda, Minutes, Teacher Activities	Classroom Observations, Lesson plans, Student work, Google Calendar	
All In Learning Refresher/ Redelivery	Melissa Miller	August	Sign In sheets, Agenda, Minutes, Teacher Activities	Use of AIL data to develop remediation and enrichment activities	
Strategies and best practices for Special Education	Beth McGeady	September Faculty meeting	Sign In sheets, Agenda, Minutes, Teacher Activities	Classroom Observations, Lesson plans, Accommodations in place for learners	
EL students in the classroom - How to meet their needs	Amy Lajgot	October Faculty meeting (Oct. 4th at 2:30)	Sign In sheets, Agenda, Minutes, Teacher Activities	Classroom Observations, Lesson plans, Accommodations in place for learners, Increase in EL student academic performance	Title I 100\$
AED/Epi-pen Training	Nurse Ortego	Preplanning	Sign In sheets, Agenda, Minutes,	Proper AED/Epi pen use	
Strategies and best practices for Gifted Learners	Kathy Holland	November Faculty Meeting	Sign In sheets, Agenda, Minutes, Teacher Activities	Administration attend meeting, Observations, Lesson PLans, PL goals	
New Teacher Mentor Program	Beth Mitchem	Pre planning and Monthly	Sign In sheets, Agenda, Minutes, Teacher Activities	Observations, Lesson PLans, PL goals	
RTI Team Meeting to evaluate RTI data	Ginger Crosswhite and Beth Mitchem	Preplanning and Monthly	Sign In sheets, Agenda, Minutes	RTI procedures being followed/ RTI data being appropriate when making a referral, students being successful using Tiered interventions	
PBIS	Ryan Jones	Preplanning and Monthly	Sign In sheets, Agenda, Minutes	5 Star Climate Rating, monitoring referrals	
<i>Mindsets in the Classroom</i> Book Study	Content leaders	Monthly at Content PLC	Sign in sheets, agendas, and minutes,	Observations, Lesson PLans, PL goals	

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