

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

Schoolwide Title 1 School *Targeted Assistance Title 1 School* *Non-Title 1 School*

Comprehensive Support School *Targeted Support School*

	Type name below for plan approval	Approval Date
Superintendent	Dr. Chris McMichael	9/6/2017
Title I Director	David Beeland, Jr.	8/14/2017
System Professional Learning Coordinator	Ginger Crosswhite	10/5/2017
School Governance Team Chairperson	Brandi Sikes	
Principal	Dr. James B. Bowen, Jr.	



Barrow County School System

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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders																																																																																										
<p>Increase writing proficiency of all students</p>	<p>2015/2016/2017 Milestone results for ELA Writing % of students identified as Developing, Proficient, and Distinguished:</p> <p>Milestones ELA Writing Scores: Narrative, Ideas, and Convention Rubric Scores for all students</p> <table border="1" data-bbox="401 613 1442 948"> <thead> <tr> <th></th> <th colspan="5">HMMS 2017 NARR</th> <th colspan="5">HMMS 2017 EXT IDEAS</th> <th colspan="4">HMMS 2017 EXT CONV</th> </tr> <tr> <th>Level</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>2.26</td> <td>25.2</td> <td>34.2</td> <td>29.0</td> <td>9.32</td> <td>2.53</td> <td>19.2</td> <td>54.3</td> <td>21.0</td> <td>2.93</td> <td>2.53</td> <td>13.5</td> <td>59.3</td> <td>24.8</td> </tr> <tr> <td>6th grade</td> <td>2.58</td> <td>31.4</td> <td>37.6</td> <td>27.7</td> <td>.74</td> <td>3.32</td> <td>18.8</td> <td>56.8</td> <td>19.9</td> <td>1.11</td> <td>3.32</td> <td>6.27</td> <td>65.7</td> <td>24.7</td> </tr> <tr> <td>7th grade</td> <td>1.98</td> <td>20.9</td> <td>44.7</td> <td>22.9</td> <td>9.49</td> <td>2.37</td> <td>25.3</td> <td>51.0</td> <td>16.6</td> <td>4.74</td> <td>2.37</td> <td>19.8</td> <td>57.7</td> <td>20.2</td> </tr> <tr> <td>8th grade</td> <td>2.20</td> <td>22.5</td> <td>18.5</td> <td>37.4</td> <td>19.4</td> <td>1.76</td> <td>12.8</td> <td>55.1</td> <td>27.3</td> <td>3.08</td> <td>1.76</td> <td>15.0</td> <td>53.3</td> <td>30.0</td> </tr> </tbody> </table>		HMMS 2017 NARR					HMMS 2017 EXT IDEAS					HMMS 2017 EXT CONV				Level	0	1	2	3	4	0	1	2	3	4	0	1	2	3	All Students	2.26	25.2	34.2	29.0	9.32	2.53	19.2	54.3	21.0	2.93	2.53	13.5	59.3	24.8	6th grade	2.58	31.4	37.6	27.7	.74	3.32	18.8	56.8	19.9	1.11	3.32	6.27	65.7	24.7	7th grade	1.98	20.9	44.7	22.9	9.49	2.37	25.3	51.0	16.6	4.74	2.37	19.8	57.7	20.2	8th grade	2.20	22.5	18.5	37.4	19.4	1.76	12.8	55.1	27.3	3.08	1.76	15.0	53.3	30.0	<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</p>
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<p>Increase the percentage of students scoring 3 and 4 on the Georgia Milestones in Math by 3%.</p>	<p>Milestones Math Scores: % of students identified as Developing, Proficient, and Distinguished.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th colspan="4">HMMS 2015</th> <th colspan="4">HMMS 2016</th> <th colspan="4">HMMS 2017</th> </tr> <tr> <th>Level</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>13.36</td> <td>44.02</td> <td>32.77</td> <td>9.85</td> <td>13.51</td> <td>40.66</td> <td>36.49</td> <td>9.34</td> <td>13.22</td> <td>44.08</td> <td>35.54</td> <td>7.16</td> </tr> <tr> <td>6th grade</td> <td>13.22</td> <td>44.49</td> <td>31.72</td> <td>10.57</td> <td>15.83</td> <td>43.24</td> <td>34.75</td> <td>6.18</td> <td>15.5</td> <td>43.54</td> <td>36.16</td> <td>4.8</td> </tr> <tr> <td>7th grade</td> <td>11.72</td> <td>41.84</td> <td>34.31</td> <td>21.13</td> <td>11.87</td> <td>31.96</td> <td>37.44</td> <td>18.72</td> <td>11.81</td> <td>42.91</td> <td>33.86</td> <td>11.42</td> </tr> <tr> <td>8th grade</td> <td>15.10</td> <td>45.71</td> <td>32.24</td> <td>6.94</td> <td>12.39</td> <td>46.33</td> <td>37.61</td> <td>3.67</td> <td>11.94</td> <td>46.27</td> <td>36.82</td> <td>4.98</td> </tr> </tbody> </table>		HMMS 2015				HMMS 2016				HMMS 2017				Level	1	2	3	4	1	2	3	4	1	2	3	4	All students	13.36	44.02	32.77	9.85	13.51	40.66	36.49	9.34	13.22	44.08	35.54	7.16	6th grade	13.22	44.49	31.72	10.57	15.83	43.24	34.75	6.18	15.5	43.54	36.16	4.8	7th grade	11.72	41.84	34.31	21.13	11.87	31.96	37.44	18.72	11.81	42.91	33.86	11.42	8th grade	15.10	45.71	32.24	6.94	12.39	46.33	37.61	3.67	11.94	46.27	36.82	4.98	<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 Parent Feedback</p>
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<p>Create digital opportunities for Family Engagement</p>	<p>Parent feedback related to family engagement on BCSS CNA Parent Survey Spring 2017</p> <p>Q11: Teachers regularly inform me about my child's academic progress in ELA, math, science and social studies. 24.26% of parent and family disagree or strongly disagree</p> <p>Q14 (Optional): What would you most like to see improved within the Barrow County School System? Provide opportunities for alternate avenues for communication about academic content with families</p> <p>Q18: The best ways for the school to communicate with me are: (Check all that apply.) 95% communicate via email 58% communicate via text 14% communicate via school website 14% communicate via social media</p> <p>Q20: I would like parent events to take place: (Check all that apply.) 28% of parents would prefer family events to take place over the internet</p> <p>Q21: The following obstacles make it difficult for me to participate in school functions, activities and planning events. (Check all that apply.) 43% of parents say busy schedules are an obstacle to participating in family events</p>	<p>Teachers at HMMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators Digital Coach</p>	<p>Parent Link phone/email message Agenda reminders Weekly homeroom emails Parent letter HMMS Marquee HMMS Website Parent Feedback</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			
Increase the percentage of students scoring in the top two categories on each domain on the writing portion of the GMA by 3%: <ul style="list-style-type: none"> ● Narrative: 38.3% to 41.3% ● Ideas: 23.9% to 26.9% ● Conventions: 84.1% to 87.1% 	Incorporate specific schoolwide writing plan for ELT including the use of school-wide writing strategies (ACE/CER) and highlighters	Sarah Felix Jodi Byrd	Specific weekly focused ELT lessons	Student writing folders	Leaders Demonstrate: The importance of writing by setting expectations for the school wide writing plan. Teachers Demonstrate: The ability to collaborate with colleagues to develop and use content specific strategies that result in higher levels of student academic achievement in writing. Students Demonstrate: Increased student achievement in writing.	LA leaders will provide weekly writing strategies to be implemented during ELT Planning Days – writing analysis using ELT writing	\$5000 Title 1 to purchase supplies and materials, i.e. paper, notebooks, chromebooks	BCSS Indicators: A, I AdvancED: 1.3, 3.4,3.5, 3.11, 4.1 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
	Use weekly collaborative content meeting to focus on specific strategies to engage learners in effective writing practices including common rubrics and group scoring	Teachers, instructional coach	Completed during the weekly collaborative planning	Content Meeting Agenda (autocrat-automatically generates pdf of meeting minutes using google forms) Lesson plans, Common Rubrics Student Writing Examples from content classes	Leaders Demonstrate: Support for improving student writing ability by effectively leading teachers through the process of including writing prompts in assessments. Teachers Demonstrate: The ability to impact student writing proficiency by constructing writing opportunities and analyzing student performance using common rubrics. Students Demonstrate: Proficiency on responding to constructed and extended writing prompts.	Minutes will be monitored weekly by admin and instructional coach to ensure agenda goals are met Create a collaborative learning space to be used for content meetings Use of an agenda for content planning with instructional coach support Review and access lesson plans	\$1000 supplies/ technology Instructional Coach salary and benefits Writing Poster/ Writing rubrics	BCSS Indicators: A, I AdvancED: 3.2,3.3,3.4,3.5, 3.,4.1,4.2, 5.4 GA Standards: I2, I4, I7, I9, SC 2





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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: The importance of improving student writing by reviewing and supporting the HMMS Mock Writing program</p> <p>Teachers Demonstrate: The ability to impact student writing by:</p> <ul style="list-style-type: none"> providing mock writing prompts and classroom environments that engage students in the writing process. providing students with feedback in the writing process as it relates to each prompt. writing a prompt related to their content during the year. <p>Students Demonstrate: The ability to 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: 3.1, 3.2,3.3,3.4,3.5, 3.11,3.12,4.1,4.2</p> <p>GA Standards: A2, A4, A5, I517,18,19</p>
	Utilize media center audio/visual system (projector/retractable screen and sound system)	Media Specialist	Weekly use	Media center calendar use of equipment Lesson plans	<p>Leaders Demonstrate: The importance of improving student engagement with content.</p> <p>Teachers Demonstrate: The ability to impact student engagement by:</p> <ul style="list-style-type: none"> providing classroom environments that engage students in the learning process. <p>Students Demonstrate: The ability to engage in the lesson using 21st Century Learning tools</p>	Media Specialist, Administration, Instructional coach and academic teachers Results will be reviewed with Instructional Coach and Administration	\$15,000	<p>BCSS Indicators*: A, I</p> <p>AdvancED: 3.3, 3.8, 4.4, 4.5</p> <p>GA Standards: PL4, PL 2, 16, FCE1, FCE3.</p>





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Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
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Increase the percentage of students scoring at levels 3 and 4 on the Georgia Milestones in Math by 3% from 42.7% to 44.0%.	Identify domain performance of students for teacher (geo, operations,) to target specific professional learning	Instructional Coach Administration Amit Bharucha, Math Content Specialist	Preplanning Monthly content agenda item	Student rosters School common assessments MAP reports Progress Monitoring RTI data	<p>Leaders Demonstrate: Support for improvements in math achievement by providing lists of identified students at the higher end of levels 2 and 3 and providing instructional support to differentiate for the needs of the learner within the classroom.</p> <p>Teachers Demonstrate: The ability to use student data to identify student strengths and weaknesses and address areas of domain weakness in instruction</p> <p>Students Demonstrate: Grade level proficiency or higher on the GMA</p>	Teachers will use Pivot data, MAP data and Z score data to strategically plan ELT, Reading/Math Aps, and differentiation within the classroom.	\$1000 for instructional supplies	<p>BCSS Indicators*: A,</p> <p>AdvancED: 1.2, 3.1,3.3, 3.12, 4.6</p> <p>G Standards: I1,I2,I3,I5,I9,PO 2, PO5</p>
	Strategically place students in a math ELT based on academic strengths and weaknesses in math	Grade Level Coordinator	Quarterly	Student rosters School common assessments MAP reports Progress Monitoring RTI data	<p>Leaders Demonstrate: Support for the program by facilitating family communication as it relates to ELT and providing ELT resources for teachers and students</p> <p>Teachers Demonstrate: The ability to use instructional strategies to address student needs</p> <p>Students Demonstrate: Grade level proficiency or higher on the GMA</p>	Pivot data MAP Z score data Progress Monitoring RTI data	\$1000 for instructional supplies	<p>BCSS Indicators*: A,</p> <p>AdvancED: 3.3, 3.12, 4.6</p> <p>G Standards: I1,I2,I3,I5,I9,PO 2, 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			
Ninety percent of all teachers will create instructional videos to assist with transition to middle school and with the academic content.	Create instructional videos (how to complete problems, upcoming topics,)	Instructional Coach and all teachers Digital Coach	quarterly	Media Library on school website	<p>Leaders Demonstrate: The importance of building parent capacity by ensuring that multiple opportunities for digital family engagement are provided.</p> <p>Teachers Demonstrate: The ability to create instructional videos that connect families digitally to classroom instruction</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>	Number of times the video has been viewed	\$5000 Swivl equipment for videoing	<p>BCSS Indicators: Stakeholder Engagement</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>
	Conduct Live streaming of events	Digital Coach Identified Faculty Members	quarterly	school website	<p>Leaders Demonstrate: The importance of connecting with families by ensuring that multiple opportunities for digital family engagement are provided.</p> <p>Teachers Demonstrate: An understanding of how connecting with families can have on student success.</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>	Number of times the video has been viewed		<p>BCSS Indicators: Stakeholder Engagement</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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	Use Remind App as a digital family communication tool	All faculty members	By Unit	Remind app	<p>Leaders Demonstrate: The importance of connecting with families by ensuring that multiple opportunities for digital family engagement are provided.</p> <p>Teachers Demonstrate: An understanding of the impact regularly communicating with parents can have on student success by participating and supporting Remind as a digital family communication tool.</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>	Remind log will be used to determine the number of times and frequency of communication		<p>BCSS Indicators: Stakeholder Engagement</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 communication with all EL students and their families	Send representative to the GA TESOL conference	Administration	October	Registration Conference materials	<p>Leaders Demonstrate: The importance of connecting with families by ensuring that multiple opportunities for family engagement are provided.</p> <p>Teachers Demonstrate: An understanding of the impact regularly communicating with parents can have on student success by participating and supporting all families of the HMMS community.</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>	Conference Attendance Redelivery to staff	\$600.00 For travel and registration for conference	<p>BCSS Indicators: Stakeholder Engagement</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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<p>Increase parent awareness of Move On When Ready as students transition to AHS</p>	<p>Include in registration information for 9th grade MOWR</p>	<p>8th grade teachers Counselors</p>	<p>Dec- May</p>	<p>Parent packet Student information Classroom posters</p>	<p>Leaders Demonstrate: The importance of connecting with families an understanding of the benefits of Move On When Ready.</p> <p>Teachers Demonstrate: An understanding of the impact of Move On When Ready can have on student success.</p> <p>Parents and Students Demonstrate: An understanding that the benefits of Move on When Ready can have on future student success.</p>	<p>Parent packet information Student packets information.</p>	<p>\$0.00</p>	<p>BCSS Indicators: Stakeholder Engagement</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 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: The Innovator's Mindset	Dr. Bowen and Mrs. Crosswhite Mrs. Byrd	July 2017	Sign In sheets, Book Study Activities, Teacher Feedback	Classroom Observation	
Content Specific Writing Based Activities	Mrs. Byrd Mrs. Felix	Weekly collaborative planning meetings	Sign In sheets, Agenda, Minutes, Teacher Activities	Classroom Observations, Lesson plans, Student work	\$1000.00 to purchase supplies- paper, posters, highlighters to support writing activities
Schoolwide Writing Plan	Mrs. Byrd Mrs. Felix	Preplanning, monthly	Student Writing Folders, Agenda, Minutes	Language score on MAP, Student reflection and goal setting sheet for MOCK,	\$500.00 to purchase supplies- paper, posters, highlighters to support writing activities
Code of Ethics/Legal Issues	Dr. Bowen	August Faculty Meeting	Sign In sheets, Agenda, Minutes, Teacher Activities	TKES	
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	
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	
Mobymax	Melissa Miller	August	Sign In sheets, Agenda, Minutes, Teacher Activities	Use of Mobymax 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	Mrs. Kitchens	October Faculty meeting	Sign In sheets, Agenda, Minutes, Teacher Activities	Classroom Observations, Lesson plans, Accommodations in place for learners, Increase is EL student academic performance	
AED/Epi-pen Training	Nurse Ortego	Preplanning	Sign In sheets, Agenda, Minutes,	Proper AED/Epi pen use	

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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	Jodi Byrd	Pre planning and Monthly	Sign In sheets, Agenda, Minutes, Teacher Activities	Observations, Lesson PLans, PL goals	\$1000.00
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>Creating a Culture of Respect</i> <i>Start with HOTS</i> <i>The Icing or The Cake</i>	Admin	Faculty Meeting	Sign in sheets, agendas, and minutes,	Observations, Lesson PLans, PL goals	
Math Content Specialist	Amit Bharucha	Monthly	Sign in sheets, agendas, and minutes,	Observations, Lesson PLans, PL goals	
Content Data Dig	Jodi Byrd Admin	Quarterly	Sign in sheets, agendas, and minutes,		

