

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

**NAME OF SCHOOL/PRINCIPAL:**

**Louisville Middle School- Ken Hildebrant**

**NAME OF DISTRICT/SUPERINTENDENT:**

**Jefferson Co- Dr. Molly Howard**

☐ *Comprehensive Support School*   ☐ *Targeted Support School*   ☒ *Schoolwide Title I School*   ☐ *Targeted Assistance Title I School*  
☐ *Non-Title I School*   ☐ *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
Moya Pope	Counsleor	
Stacy Brown	SPED department head-8 <sup>th</sup> grade inclusion teacher	
Jaculine Saleth	6 <sup>th</sup> grade team leader- math teacher	
Angela Brown	7 <sup>th</sup> grade team leader- social studies teacher- mentor	
Rebecca Nevetral	7 <sup>th</sup> grade math teacher- mentor	
Deana Shade	8 <sup>th</sup> grade ELA team leader- mentor	
Binitha Benny	8 <sup>th</sup> grade math teacher	
Demetrius Jenkins	Alternative School supervisor	
Jackie Jukes	Instructional coach	
Curt McGahee	Connections team leader- athletic director	
Debbie Wilkerson	Media Specialist	
Paula Chapman	Math connections teacher	
Ken Hildebrant	Principal	

Title I only (SWP 10, 15, 19)

The Letter of Intent for Title I Schoolwide was submitted on June 4, 2016.

Please indicate the programs that are consolidated in this plan: SWP, TA, SIP

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

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

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Narrative Writing Focus	<ul style="list-style-type: none"> <li>- Write Score Data</li> <li>- GA Milestone Data</li> <li>- Data digs</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent and Central Office Staff</li> <li>- Principal</li> <li>- Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li>- Title 1 Annual Parent Meeting</li> <li>- Quarterly Title 1 Parent Meetings</li> <li>- Progress Reports/Report Cards</li> </ul>
On-going teacher induction for new teachers and support for teacher retention.	<ul style="list-style-type: none"> <li>- Climate surveys</li> <li>- 2016 resignations and retirements indicate a need for new teacher support and mentoring</li> <li>- Data digs</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent and Central Office Staff</li> <li>- Principal</li> </ul>	<ul style="list-style-type: none"> <li>- Newspaper-Bulletin Board (insert in county newspaper)</li> <li>- School and system web-sites</li> <li>- Community focus group</li> </ul>
Comprehensive Reading Solutions/Strategies	<ul style="list-style-type: none"> <li>- SRI Data</li> <li>- GA Milestone Data</li> <li>- Data digs</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent and Central Office Staff</li> <li>- Principal</li> <li>- Instructional Coach</li> <li>- All teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Title 1 Annual Parent Meeting</li> <li>- Quarterly Title 1 parent Meetings</li> <li>- Community focus group</li> <li>- Progress Reports/Report Cards</li> </ul>
PBIS/RESTORATIVE PRACTICES/Restorative Practices on-going training.	<ul style="list-style-type: none"> <li>- Climate surveys</li> <li>- System discipline data and disproportionality report</li> <li>- SWIS data</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent and Central Office Staff</li> <li>- Principal</li> </ul>	<ul style="list-style-type: none"> <li>- School and system web-sites</li> <li>- Community focus group</li> </ul>
Improved and authentic parental engagement across all grades.	<ul style="list-style-type: none"> <li>- Parent surveys</li> <li>- Community/Business partner surveys</li> <li>- Community and business focus group</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent and Central Office Staff</li> <li>- Principal</li> </ul>	<ul style="list-style-type: none"> <li>- Community focus group</li> <li>- School and system web-sites</li> <li>- Newspaper-Bulletin Board (insert in county newspaper)</li> <li>- PowerSchool Parent portal</li> <li>- Alert Now call system</li> </ul>

# SMART GOAL #1 Increase student learning, student growth, and achievement through effective teaching and retention of a high quality workforce.

(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		
	Admin, Students, Parents, Teachers	<p>Performance Objective I - % of students reading on grade level as defined by SRI. % of students advancing one Global Stage per year in mathematics.</p> <ul style="list-style-type: none"> <li>Provide students safety nets</li> <li>Provide double dose of mathematics</li> <li>Identified students will receive extra help through embedded and voluntary safety nets. Academic connection classes, Saturday School, after school tutorials.</li> </ul> <p>Continue TKES evaluation system to improve practice in the classroom.</p> <p>Continue job-imbedded professional learning to support TKES standards and improve classroom instruction.</p> <p>Provide a formalized process of academic interventions, identifying necessary resources for all students.</p> <ul style="list-style-type: none"> <li>Continue to follow RTI protocol and provide interventions for Tier II and Tier III students.</li> <li>Continue use of SLDS to assist with progress monitoring and utilize state provided resources as an instructional tool.</li> <li>Continue to provide common planning time for all teams of teachers to plan collaboratively.</li> </ul> <p>Continue to work with District to develop a comprehensive 6-8 numeracy initiative.</p> <ul style="list-style-type: none"> <li>Continue to focus on math instruction that has an instructional framework and incorporates number sense and math strategies.</li> <li>Continue progress monitoring through the use of GLOSS and IKAN inventories.</li> <li>Continue professional learning across grade levels</li> </ul>	<p>Lesson Plans</p> <p>Student Work Samples</p> <p>Sign-In sheets</p> <p>TKES reports</p> <p>CCRPI report</p> <p>Professional Learning Calendar</p> <p>RTI</p> <p>Notebooks</p> <p>SLDS usage report</p> <p>Schedules</p> <p>Benchmark assessments</p> <p>Creative scheduling</p> <p>SRI lexile reports</p> <p>IKAN&amp; GLOSS</p> <p>Lesson plans, WSO</p>	<p><b>School Leaders Demonstrate:</b></p> <p>Walkthroughs reviewing evidence of standards and best practices</p> <p>Increased assessment scores at state and local level</p> <p>Facilitate book study and productive conversations with staff</p> <p>Continuous review of components and interventions needed to increase in all content areas</p> <p>Increased knowledge of the components of the SLDS and how to use the information to make sound decisions.</p> <p>Design and implement flexible scheduling</p> <p>Increased knowledge of literacy and numeracy initiatives through continuous professional learning.</p>	<p>Consistent collaboration with teachers and instructional coach on instructional practices and curriculum.</p> <p>Ongoing review of teacher observations and evaluations.</p> <p>Data analysis of reports, assessments and procedures.</p> <p>Schedule weekly and monthly RTI meetings with chairs; review folders monthly.</p> <p>Follow protocol and guidelines for RTI and ESOL</p>	WriteScore

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		<p>and schools. Continue CCGPS/GA Standards of Excellence unit development.</p> <p>Continue to align and implement the District's 6-8 literacy plan through the Striving Readers Comprehensive Literacy Grant. (SRCL)</p> <ul style="list-style-type: none"> <li>Continue use of Read 180 and System 44.</li> <li>Continue CCGPS/GA Standards of Excellence unit development for ELA/Reading.</li> <li>Continue use of Comprehensive Reading Solutions and development of Instructional Framework.</li> <li>Prepare students for High School and increase the graduation rate.</li> </ul> <p>Real World/Work Based Initiative</p> <ul style="list-style-type: none"> <li>Continue Career Connections classes along with GA College 411/Georgia Futures for all 6-8th grade students. Develop 8th grade IGP's and career cluster exploration for 6-7th grades.</li> <li>Provide Georgia Career Clusters in grades 6-8 to promote career awareness.</li> <li>Continue 5th grade transition field trip to aide in transition to Middle School.</li> </ul>	<p>uploads, sign-in sheets</p> <p>TKES observations Professional Learning Calendars</p> <p>SRI Data</p> <p>Teacher usage reports</p> <p>Master schedule</p> <p>Interview process and timeline</p>	<p>Knowledge of Bright from the Start guidelines, WSO platform and pre-k assessments.</p> <p><b>Teachers Demonstrate:</b> Lesson plans with specific instruction and support of teaching the standards and engaging students.</p> <p>Document knowledge and participation in professional learning on TKES platform.</p> <p>Design and follow collaborative planning</p> <p>Follow and carryout proper RTI protocol and procedures.</p> <p>Utilize student data and teacher resources on SLDS.</p> <p>Flexibility in scheduling in order to provide for individual student needs.</p> <p>Participation in ongoing professional learning for literacy and numeracy initiatives.</p>	<p>Utilize and monitor SLDS in Powerschool</p> <p>Ongoing professional learning for mathematical practices.</p> <p>Ongoing professional learning with instructional coach on best practices in reading and writing.</p> <p>Lesson Plans</p>	

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			Artifacts	Evidence		
				<p><b>Students Demonstrate:</b> Increased knowledge and achievement.</p> <p>Participation in all areas of reading block to increase literacy skills.</p> <p>Participation in Number Talks to help develop math fluency, quick response and problem solving.</p> <p>Show continuous growth and progress across grades and content areas.</p> <p><b>Parents Demonstrate:</b> Participation in student/parent activities.</p> <p>Collaborate with teachers and submit ideas or opinions on ways to engage parents and students</p>		

## SMART GOAL #2 Collect and analyze data in order to drive instruction, provide appropriate interventions, and increase the graduation rate.

(SWP 2, 7, 9, 10)

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			Artifacts	Evidence		
	Admin, Teachers, Academic Coaches	<p>Continue use of Scholastic Reading Inventory three times a year to provide progress monitoring and student growth data</p> <p>Continue use of SLDS to assist with progress monitoring and utilize state provided resources as an instructional tool.</p> <p>Continue progress monitoring through the use of GLOSS and IKAN inventories.</p> <p>Identified students will receive extra help through embedded and voluntary safety nets. Academic connection classes, Saturday School, after school tutorials.</p> <p>Provide a formalized process of academic interventions, identifying necessary resources for all students.</p> <p>Continue to follow RTI protocol and provide interventions for Tier II and Tier III students.</p> <p>Continue to focus on math instruction that has an instructional framework and incorporates number sense and math strategies.</p> <p>Develop and Implement an effective and fluid Data analysis program that includes all teachers and varying assessments to aide in planning and instruction.</p> <ul style="list-style-type: none"> <li>Continue to develop and strengthen grade level data teams.</li> <li>Utilize and analyze benchmark data (SRI, GLOSS, IKAN) to identify student needs and to adjust planning and instruction.</li> <li>Utilize Student Longitudinal Data System (SLDS) to progress monitor and assess student growth.</li> </ul>	<p>Protocol and schedule for assessments</p> <p>Data Notebooks</p> <p>Data Room</p> <p>Progress monitoring tools</p> <p>Pacing guides</p> <p>RTI Protocol</p> <p>Data collection and sharing via Google Drive</p> <p>LDS usage reports</p>	<p><b>School Leaders Demonstrate:</b> Analyze assessment data on a consistent basis to monitor student progress and help teachers make instructional adjustments.</p> <p><b>Teachers Demonstrate:</b> Utilize assessment results to plan effectively and target specific needs of students.</p> <p><b>Students Demonstrate:</b> Knowledge of learning targets and be able to articulate their goals</p> <p><b>Parents Demonstrate:</b> Collaborate with teachers in order to understand the expectations of curriculum and assessment</p>	<p>Evidence of teachers establishing learning targets for students.</p> <p>Grade level meeting and sign-in sheets</p> <p>Lesson plans show the use of designated curriculum and pacing guides</p> <p>Students explain their mastery of standards and assessment goals.</p>	Book Study Materials

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		
		<p>Continue to develop and consistently utilize the war room to effectively analyze assessment data and student growth.</p> <p>Safety nets and Extended Learning time will provided during both during school and after school hours. Continue academic connection classes, after school tutorials and Saturday School sessions.</p> <p>APEX- continue to provide challenging and rigorous work for high achieving students, with opportunities to earn High School credit.</p> <p>Continue to develop and implement grading philosophy along with standards based grading strategies and common grade books across all content areas.</p> <p>Continue data retreats to drive and adjust instruction, planning, and scheduling process. Monthly Read 180/System 44 data analysis.</p>	<p>Data Notebooks</p> <p>Master Schedule</p> <p>Flexible Scheduling</p> <p>Standards Based Report Cards</p> <p>Sign in Sheets</p>			

### SMART GOAL #3 Make schools and district inviting places through the creation of safe and orderly schools and increasing opportunities for community and parent engagement. (SWP 2, 7, 9, 10)

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			Artifacts	Evidence		
	PBIS Team, SIP Team, Admin, Teachers, Students, Parents	<p>Create a safe and orderly environment within the school.</p> <p>Positive Behavior Intervention Support System (PBIS/RESTORATIVE PRACTICES) continue implementation school wide.</p> <ul style="list-style-type: none"> <li>PBIS/RESTORATIVE PRACTICES team that meets monthly to discuss data and develop ideas for academic and behavior supports.</li> <li>Create a plan to consistently involve all staff members in the expectations of the program.</li> <li>Implement a school wide system to recognize individual and groups of students for meeting expectations.</li> <li>Collect, analyze, and share SWISS data with staff and students to determine needed interventions and recognition.</li> <li>Continue quarterly drawings for all students who are meeting and exceeding expectations.</li> </ul> <p>Implement a designated RTI protocol to include a tiered plan for academics as well as behaviors.</p> <ul style="list-style-type: none"> <li>Team and content department meetings in war room to progress monitor and follow RTI protocol.</li> <li>Mentoring program for identified students to provide additional safety nets, supports, and to ensure student success.</li> <li>Every child having an advocate/caring adult in the building through advisement time built into the schedule on a regular basis.</li> </ul> <p>Develop a student advisory team to get input on school and student concerns.</p> <ul style="list-style-type: none"> <li>Selected students from all grade levels will be</li> </ul>	<p>School Crisis Management Plan</p> <p>PBIS Plan: School-wide expectations, behavior flow chart</p> <p>Calendar of events</p> <p>SWISS reports</p> <p>CEIS documentation of student progress</p> <p>RTI pyramid with tier interventions for behavior</p>	<p><b>School Leaders Demonstrate:</b> Articulate the school-wide and classroom expectations for behavior (Be Responsible, Be Respectful, Be Ready)</p> <p>Conduct regularly scheduled meetings with PBIS team</p> <p>Consistently schedule necessary drills</p> <p>Collect, analyze and share behavioral data</p> <p><b>Teachers Demonstrate:</b> Consistently work to implement and articulate the school-wide expectations on a daily basis with students.</p> <p>Keep accurate behavior logs and documentation when necessary.</p> <p>Use data to implement change in class routine and structure. Collaborate with parents on a consistent basis.</p>	<p>Review discipline and attendance reports on a regular basis.</p> <p>Frequent communication with teachers, students and parents about behavioral and attendance expectations.</p>	Book Study

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		
		<p>involved with advisory team</p> <p>Maintain an updated Crisis Management Plan.</p> <ul style="list-style-type: none"> <li>Revisit, share, and teach the crisis management plan to ensure that all staff members understand procedures</li> <li>Conduct regular fire drills, tornado drills, and lock down procedures and bus evacuations throughout the school year.</li> <li>Create and maintain an inviting school climate and atmosphere.</li> </ul> <p>Conduct and share parent survey results at Title 1 Parent Meetings</p> <p>Improve communication with stakeholders through the implementation and procedures of the school communication plan.</p> <ul style="list-style-type: none"> <li>Make frequent contact with parents through phone calls, email, parent conferences, student agendas, etc. to help foster effective communication between school and home.</li> </ul> <p>Conduct professional learning for all staff members on their role in helping to create a positive, inviting school climate. Provide professional learning on the art and science of positive parent conferences.</p>	<p>Agendas and sign-in sheets</p> <p>Drill calendar with documented dates</p> <p>Agendas and sign-in sheets from parent meetings</p> <p>Parent contact logs, newsletters, student agendas Alert Now messaging data</p>	<p><b>Students Demonstrate:</b> Articulate and follow the school-wide expectations on a consistent basis.</p> <p>Give suggestions and input on students concerns.</p> <p>Work with teachers to create behavior goals when necessary.</p> <p><b>Parents Demonstrate:</b> Understand and articulate the school-wide expectations.</p> <p>Support students and teachers in the meeting the school-wide expectations by using a consistent line of communication.</p>	<p>Communication with student representatives about student concerns.</p> <p>Communication with other agencies on a regular basis.</p> <p>Consistent updates on social media sites.</p>	

**SMART GOAL #4 Foster a positive organizational culture and increased community satisfaction through an effective, efficient, and shared continuous improvement process.**

(SWP 2, 7, 9, 10)

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			Artifacts	Evidence		
	SIP Team, Communication Team, Grade Level Teams, Parents, Community Members	<p>Create and maintain an inviting school climate and atmosphere.</p> <p>Continue conducting monthly School Improvement meetings to review, monitor, and evaluate the plan (SIP Team, Communication Team, Grade Level Teams)</p> <p>Positive Behavior Intervention Support (PBIS) continue implementation school wide.</p> <ul style="list-style-type: none"> <li>• PBIS/RESTORATIVE PRACTICES team that meets monthly to develop ideas for academic and behavior supports.</li> <li>• Create a plan to consistently involve all staff members in the expectations of the program.</li> <li>• Implement a school wide system to recognize individual and groups of students for meeting expectations.</li> <li>• Collect, analyze, and share SWIS data with staff and students to determine needed interventions and recognition.</li> </ul> <p>Conduct and share parent survey results at Quarterly Title 1 Parent Meetings and Annual Title 1 Parent Meeting.</p> <p>Improve communication with stakeholders through the implementation and procedures of the school communication plan.</p> <ul style="list-style-type: none"> <li>• Make frequent contact with parents through phone calls, alert solutions messaging system, email, parent conferences, student agendas, etc. to help foster effective communication between school and home.</li> </ul>	<p>School calendar of events</p> <p>Team meeting agendas and sign-in sheets</p> <p>Parent conference notes and sign-in sheets</p> <p>Newsletters, student report cards and data information sheets</p>	<p><b>School Leaders Demonstrate:</b> Engage all stakeholders in school improvement efforts.</p> <p><b>Teachers Demonstrate:</b> Reach out and communicate with parents on a regular basis to discuss student progress, school policies and procedures and parent concerns.</p> <p><b>Students Demonstrate:</b> Articulate goals for learning, expectations and concerns.</p> <p><b>Parents Demonstrate:</b> Communicate consistently with teachers and attend parent meetings and information sessions.</p>	<p>Communicate using various means (newsletters, social media, call system, etc.) about current events and activities.</p> <p>Schedule and conduct regular meetings with staff to discuss school improvement concerns and progress.</p>	

**SMART GOAL #5 Utilize transparent fiscal accountability practices and efficiently use human and organizational capital to improve student support services and expand 21st century learning environments.**

(SWP 2, 7, 9, 10)

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			Artifacts	Evidence		
	Admin, Teachers, Students	<p>Develop and maintain a system for effective organization of school resources and staff.</p> <ul style="list-style-type: none"> <li>Strengthen grade level teams by strategically placing teachers in content areas based on areas of expertise.</li> <li>Through the use of TKES, consistently conduct observations providing immediate constructive feedback.</li> </ul> <p>Continue class size reduction to support teacher and student progress.</p> <ul style="list-style-type: none"> <li>Continue to provide 21st Century Learning Environments to support student learning.</li> </ul> <p>Continue to provide 21st technologies for students and teachers to utilize to support teaching and learning.</p> <ul style="list-style-type: none"> <li>Design and implement a bring your own technology plan.</li> <li>Schedule and utilize computer labs on a consistent basis to aide in research, computer tech. skills, computer literacy, and to vary teaching strategies and improvement engagement.</li> </ul>	<p>CCRPI data</p> <p>Survey data</p> <p>TKES feedback</p> <p>Schedules and class rosters</p>	<p><b>School Leaders Demonstrate:</b> Continue to recruit and retain qualified teachers.</p> <p><b>Teachers Demonstrate:</b> Utilize collaborative planning time to identify strengths and weaknesses, then plan accordingly.</p> <p><b>Students Demonstrate:</b> Utilize and retain learning strategies that help with understanding and mastering the different content areas.</p> <p><b>Parents Demonstrate:</b> N/A</p>	<p>Continue to utilize Teach Georgia and other resources to gain qualified teachers.</p> <p>Provide new teacher support on school and district levels.</p> <p>Engage SIP team in professional learning at upcoming GLISI training.</p>	4 Mentors

### Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Book Study: Leading With The Heart (Restorative Practices)	Fall 2016		Admin	TKES Observations	TKES Observations Decreased student discipline SWISS Data Relationship development
Continue Job Embedded Professional Learning Calendar Provided each 9 week period	Fall 2016-Spring 2017		Instructional Coach Principal Teachers	Observations/ Swivl Cameras	TKES Observations/TEM Scores
Comprehensive Reading Solutions/Strategies- Dr. Walpole and McKenna office hours- Weekly	Fall 2016- Spring 2017		Instructional Coach Principal Teachers	TKES Observations	Reading Instruction in all content areas.

## Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. \_Yes\_\_\_\_\_ (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

Job fairs

College recruitment sessions- Statewide

Networking

PSC- Teach Georgia

**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>