



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Georgia Department of Education
Title I
Schoolwide/School Improvement Plan**

Hutto Middle School

**1201 Martin Luther King Drive
Bainbridge, GA 39817**

LEA Name: Decatur County Schools

LEA Title One Director/Coordinator Name: Kathy Varner

LEA Title One Director/Coordinator Signature:

Date: 11/18/13

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SWP/SIP Template Instructions

Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members:

NAME	POSITION/ROLE
Roy Mathews	Principal
Crycynthia Gardner	Assistant Principal
Shirley Clark	Lead Teacher
Ginger Johnson	Media Specialist
Randi New	Social Studies Department Head
Wally Landrum	Math Teacher
Vicky Harrell	Math Teacher
Dena Godwin	Math Department Head
Shirley Wilkinson	ELA Teacher
Rhonda Kendrick	Connections Teacher
Marilyn Melton	ELA Department Head
Stephanie Darley	Science Department Head
Tina Kinchen	ELA Teacher
Elise Willis	ELA Teacher
Dee Waddell	Special Education Teacher
Deanna Cross	Special Education Teacher
Rhonda Calhoun/Carol Widner	ELA Coach
Carol Inlow	Math Coach



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SIP Components

- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

- A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved are listed on the chart, which is on the previous page. The members consisted of administrators, coaches, parents, and teachers. The School Improvement committee formed groups by subject area and developed action plans as well as goals and objectives that will be used as the road map for the 2013-2014 school year. The action plans that were developed will be assessed at the end of 60 days to make sure the plan is being followed, or to change items in the action plan. All action plans are contained in the appendix. The action plans will show how Hutto will improve in each academic area.
- B. We have used the following instruments, procedures, or processes to obtain this information.
1. CCRPI Data
 2. SACS Report
 3. Observation 360 data
 4. Professional Learning Data/ Trends
 5. Benchmark Test Results
 6. Writing Test Scores
 7. Attendance Data
 8. Parent Input
 9. Balanced Scorecard Data
 10. CRCT
 11. Discipline Data

When completing our Comprehensive Needs Assessment (CNA) we used the items listed above to decide on our areas of need at Hutto Middle School. The CNA was discussed in each department and then reviewed during administrative meetings for discussion. Department heads, team leaders, and administration met and discussed the items suggested for the CNA plan and then created a final plan to present to the parents of our School Advisory Council (SAC). The School Advisory Council approved the CNA plan presented at the final meeting of the 2012-2013 school year. The final CNA plan was then drafted and used to drive the School Improvement meetings at Hutto. At this meeting the plan was introduced to parents with an explanation of how it would be used, and the parents were given an opportunity to make further suggestions.

- C. We have taken into account the needs of migrant children by the following.

Decatur County actively identifies migrant students by requiring the completing of the Occupational Survey upon registration at any school and by sending trained recruiters to visit work camps. After identification, migrant students are provided tutoring and instructional technology opportunities by Student Support Providers (SSP). Student Support Providers are available to translate for students and parents in written and verbal formats and to assist with family needs as they arise. PAC meetings are held during the school year and a



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Migrant Resource Center has been established at the Decatur County Student Support Center to help migrant families.

D. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. The following chart shows data for the last 3 years.

Year	2010-2011				2011-2012				2012-2013			
Core Academics Criteria	Indicator				Indicator							
	School Perform.	Goal Met or Not	Benchmarked	Disaggregate Info	School Perform.	Goal Met or Not	Benchmarked	Disaggregate Info	School Perform.	Goal Met or Not	Benchmarked	Disaggregate Info
Percent met CRCT Math	All Students 74%	DNM ALL, Black, SwD, Econ. Disadv.	AYP Goal >=75.7%	Hispanic -79.2% Black -65.9% White -81.8% SwD -43.1% EcD -67.9%	All Students 80.2%	DNM ALL	AYP Goal >=83.8%	Hispanic -82.5% Black -72.5% White -88% SwD -37%	All Students 5th grade-93.7%, 6th grade 73.7% Total=83.3%	5th grade-met 6th grade DNM	Performance Target >=86.8%	Hispanic -77.8% Black-72.6% White-87.6% SwD-32.8% ED-74.4%
Percent met CRCT Reading	All Students 92%	Met	AYP Goal >=80%	Hispanic -95.3% Black -88.6% White -95.8% SwD -67.6% EcD -90.2%	All Students 93%	Met	AYP Goal >=86.7%	Hispanic -91.2% Black -91.5% White -96.8% SwD -62%	All Students 5th grade-94.8%, 6th grade 95.1% Total=94.2%	All Met	Performance Target >=94.8%	Hispanic -93.8% Black-93.8% White-96.6% SwD-70.2% ED-91%
Percent met CRCT Language Arts	All Students 92%	Met	AYP Goal >=80%	Hispanic -95.3% Black -88.6% White -95.8% SwD -67.6% EcD -90.2%	All Students 93%	Met	AYP Goal >=86.7%	Hispanic -91.2% Black -91.5% White -96.8% SwD -62%	All Students 5th grade-93%, 6th grade 93% Total=93%	All Met	Performance Target >=92.3%	Hispanic -97.5% Black-91.6% White-95% SwD-67.2% ED-92.2%
Percent met CRCT Science-5th grade	All Students 87%	Met	Goal 87%	Hispanic -96% Black -81% White -92%	All Students 85%	DNM	Goal 88%	Hispanic -84% Black -77% White -94% SWD-43%	All students 5th grade-82%, 6th grade-75% Total=78.5%	5th grade - met 6th grade DNM	Performance Target >=80.3%	Hispanic -75.3% Black-67.2% White-92.7% SwD-35.3% ED-73.1%



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Percent met CRCT Science-6th grade	All Students 70%	DNM	Goal 90%	Hispanic -74% Black -56% White -88%	All Students 73%	Met	Goal 72%	Hispanic -84% Black -58% White -88% SWD-33%	All students 5th grade-82%, 6th grade-75% Total=78.5%	5th grade - met 6th grade DNM	Performance Target >=80.3%	Hispanic -75.3% Black-67.2% White-92.7% SwD-35.3% ED-73.1%
Percent met CRCT Social Studies	All Students 78%	Met	Goal 74%	Hispanic -87% Black -64.5% White -85.5%	All Students 76%	DNM	Goal 77%	Hispanic -80% Black -64.5% White -89% SWD-37%	All students 5th grade-83%, 6th grade-74% Total =78.3%	5th grade met 6th grade DNM	Performance Target >=79.3%	Hispanic -81.5% Black-68% White-89.4% SwD-38.8% ED-72.8%

The data chart above gives a comparison of the last 3 years of all subgroups in all academic areas. This chart shows AYP data as well as CCRPI data for the last year. The reader can see that we have made improvements over the last 3 years in all areas, but still have work to do to meet performance targets. Areas of focus for Hutto will be in the black subgroup, students with disabilities, and economically disadvantaged students. Specifically from the black subgroup the focus will be on improving math, science, and social studies. This subgroup has made continuous gains in the area of language arts and reading. The focus for students with disabilities will be in all academic areas while the focus for the economically disadvantaged will be in the areas of math, science and social studies.

- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including
- Economically disadvantaged students did not meet in mathematics but did meet in reading/language arts.
 - Students from Major racial and ethnic groups the black students did not meet in mathematics.
 - Students with disabilities did not meet in mathematics and reading/language arts.
 - Students with limited English proficiency did not meet in mathematics 58.4% while the target was 79.1%. ELL students met in language arts with 91.7%, the target was 87.1%; ELL students missed reading 79.2% while the target was 87.3%.

Based on CNA findings, HMS staff devised a plan to address the needs of these specific subgroups. This action plan will address effective researched based teaching and learning strategies, professional learning, discipline, and attendance. Each academic subject by department will develop and implement a plan to address the needs of identified subgroups that did not meet the target performance goal.



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- F. The data has helped us reach conclusions regarding achievement or other related data.
- The major strengths we found in our program were 88% of white students and 78% of Hispanic students met/exceeded and in mathematics due to the instruction, standards-based classrooms. Based on performance indicators, 92% of black, 98% of Hispanic and 94% of white students met/exceeded in reading/language arts. This success is a result of SRA, Prentice Hall Reading in 6th grade, and unpacking the Common Core Standards, changes in teaching methods, before/afterschool tutoring services for subgroups.
 - The major needs we discovered were the black subgroup scored 73% in math; these students need more one-on one tutoring, remediation, and differentiated instruction. The continued use of IPass will help significantly in raising scores in the Student with Disabilities (SWD) subgroup. Student with Disabilities scored 33% in math, and 69% in reading. Students in these classes will participate in IPass, Read 180, co-teaching, and before/afterschool tutoring. HMS will continue to offer our economically disadvantaged students tutoring, remediation, and differentiated instruction.
 - The needs we will address are math, reading science, and writing. In math we will focus on measurement, numbers and operations, and data analysis; in reading, fluency and vocabulary; and in science, problem solving and critical thinking.
 - The specific academic needs of those students that are to be addressed in the schoolwide program plan will be strengthening examining student work, developing better functioning performance learning communities (PLCs). At Hutto we will also develop stronger relationships between students and adults. We will also take the information gained from student, teacher and parent surveys to identify the needs that we will focus.
 - The ROOTCAUSE/s that we discovered for each of the needs was below grade level in more than one subject. Also instructional methods, lack of parental involvement, and deficiency in student motivation contributed to their lack of success.
- G. The measurable goals/benchmarks we have established to address the needs that by 2014 students will meet or exceed state standards in math 88.1%; in reading, 94.6%; in language arts, 94%; in writing 82%; in science, 80.3% and in social studies, 81.3%. Based on data received from CCRPI indicators and State scores, each department reviewed the data and developed an action plan specific to the area of needs for nonperforming students. The plans will be evaluated and monitored every 60 days and revised as necessary.



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HMS overall School 45-60 day Action Plan

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress
Teaching & Learning <ul style="list-style-type: none"> Engagement Rigor/DOK Instructional strategies 	Trainings, Professional development, collaboration, Observation 360, Standard-based	Weekly PLC's	Teachers, Admin, coaches, RESA,	Agenda, sign in sheets, minutes	Lesson plans, Assessments,	Common assessments, Benchmarks, CCRPI, weekly walk-through, TKES/LKES, SLDS, Peer Observations
Teaching & Learning <ul style="list-style-type: none"> Co-teaching 	Trainings, planned collaboration, peer observations,	Sept, Dec, Feb, April	Administration, Lead teacher	Agenda, lesson plans, constructed response questions	Checklist, lesson plans, folders,	Benchmarks, Observation 360
Professional Learning <ul style="list-style-type: none"> Collaboration Professional development Professional learning Communities 	Establish protocols Trainings, grade level & vertical meetings	Weekly PLC's Monthly Sessions, Weekly	Administration Teachers, coaches, Administration	PLC summary Sheets by department, PD360 reports, Articles ,	Agenda, minutes, sign in sheets	PD360 reports, Checklist, TKES/LKES Observation 360
Discipline	Incentives, Revised HMS handbook reconvene Behavior team	End of 9 weeks As needed	Teachers, Admin, parents, Behavior team	Behavior plans	Infinite Campus reports	Discipline reports Discipline committee
Attendance	Attendance Protocols	Monthly	Teachers, Admin., social worker DA	Infinite Campus reports, HMS sign – in logs	Attendance folders	Attendance Reports



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Writing Component		Aug-Dec	Teachers, coaches, administration	Lesson plans,	Benchmark Assessments	RACES checklist
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*2. Schoolwide reform strategies that are scientifically researched based.

Response: Based on parent/teacher surveys, SACS reports, balanced scorecard data, discipline and attendance, HMS teachers will use one uniform lesson plan that is standard- based aligned incorporates effective teaching strategies, co-teaching, these plans will be shared between and among departments and with special education teachers. HMS teachers will use collaborative planning on a weekly basis to ensure the best teaching practices are being utilized. Teachers will participate in periodic building level, district, and RESA trainings and online professional development through PD360 modules. HMS administration will engage in weekly observations and provide feedback to teachers on how to improve and use best practices.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

A. *Response:* The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are . . .

- Subgroups not meeting standards, or at risk for not meeting standards, will be actively involved in the Student Support Team (SST) Response to Intervention (RTI) process. Instruction will be differentiated through process, product, or interest. Teachers at HMS will be implementing the team teaching approach, so more individualized approaches can take place. This will help in providing high quality instruction and intervention matched to student need and being able to apply response data to important educational decisions.
- The Class Keys performance appraisal process will be used to evaluate teacher performance, promote professional growth, and positively impact student learning. Hutto Middle School teachers will complete a self-evaluation survey of their personal teaching performance and set goals for individual improvement.
- 21st CCLC allows HMS to offer before and after school tutoring to students who are at risk of not meeting or who are not meeting standards in the areas of Reading/Language Arts and Math. The students who are in need of tutoring will be identified through the data provided by the CRCT test and common assessments.
- HMS will extend professional learning to focus on feedback, assessment, examining student work and differentiation. There will also be training to help implement PLCs in the school.
- HMS will offer family engagement opportunities which will focus on reading and math, understanding the importance of attending school, technology skills, increasing knowledge of the importance of home/school communication.



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- 2(b). Are based upon effective means of raising student achievement.
- B. *Response:* Following are examples (or in our appendices) of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies based on Common Core standards. HMS will purchase software that will aid in supporting the learning process for students. iPass will be purchased to help assist in remediation and tutoring of students in math. This program is research based and has data to support the outcomes. In science, HMS will implement Technology, Engineering and Math (STEM) projects. STEM projects are transdisciplinary units that incorporate all core academic subjects into lessons that allow students to explore and solve global issues. In reading, students that have been identified as not meeting certain criteria will use a Read180 program that helps to increase fluency and comprehension.
- 2(c). Use effective instructional methods that increase the quality and amount of learning time. Among the programs used at HMS include but not limited to: Word Walls, Accelerated Reading, iPass, AIMS Science, and Examining Student Work.
- C. *Response:* We will increase the amount and quality of learning time by decreasing interruptions, focusing on standards-based classroom implementation, utilizing research based strategies, aligning all activities to standards, increasing depth of knowledge, and improving data analysis. Weekly walkthroughs from administration and lead teacher and the provision of immediate feedback will be used to improve academic achievement. Students will be taught how to be more responsible for their own learning. HMS will use co-teaching, differentiation of instruction, before/after school tutoring, and Alternative Behavior Educator (ABE) to reduce classroom disruptions, which will result in greater gains in the classroom. The 21st CCLC program will help provide the remediation needed to make these gains. This grant will allow before school remediation using computer software and after school tutoring that will contain a variety of remediation strategies/activities.
- 2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).
- Response:* At the beginning of the year all students will be pretested in content areas. Progress monitoring will be conducted through common assessments given in content areas on a regularly scheduled basis. Data from common assessments will be analyzed followed by remediation/ enrichment and adjustments made in instruction where needed. Regularly scheduled meetings where student performance is discussed and tracked will help teachers and leaders ensure that needs are being met on an on-going basis for Migrant, Special Education, Homeless and EL students.
- *3. Instruction by highly qualified professional staff.

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



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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 employees 100% highly qualified teachers and paraprofessionals.

*3(a). Strategies to attract highly qualified teachers to high-needs schools.

A. *Response:* We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. (Use HiQ Report and school staff roster. Indicate how certification deficiencies are being addressed.)

The Human Resources Department for Decatur County Schools verifies and monitors the certification and highly qualified status of our employees. The System conducts an annual needs assessment that addresses recruitment of HiQ teachers. A recruitment plan has been developed by the HR Department that includes but is not limited to the strategies noted below:

- Teachers, paraprofessionals and leaders who meet the definitions of Highly Qualified and who can obtain certification from Professional Standards are hired first.
- Alternate routes to certification are pursued and/or expanded.
- Individuals with strong content knowledge in hard-to-fill subjects are sought and encouraged to enter the profession.
- Teachers are assigned to content areas in which they are HiQ.
- Principals will eliminate practices that allow veteran teachers to select plum assignments and which paired novices with the most challenging students.
- Recruitment incentives will be reviewed and implemented where possible.
- Prospective talent will be directed to or matched with high poverty or struggling schools.
- The practice of avoiding the transfer of ineffective teachers will be continued.

Title IIA funds are used by the HR Department to attend job fairs and similar events as one strategy in teacher recruitment. As a result of these efforts and in conjunction with planning and implementation, Decatur County Schools successfully recruits highly qualified, effective teachers and make equitable placements so that all students in all classrooms, programs, and schools have HiQ effective teachers with equivalent teaching experience. In a grow-your-own concept, the high school operate a Teacher Cadet program which provides high school students with a knowledge based and hands on opportunity to work with student in lower grade prior to entering college.

*4. Professional development for staff to enable all children in the school

Response:

A. We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example . . .



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Decatur County Schools engage in a comprehensive needs assessment process annually that includes school/system record review, the development of actions plans, and online staff surveys designed to collect information regarding the professional learning needs of all staff with a specific emphasis on meeting the diverse needs of all student groups. Yearly professional learning surveys provide the system and school with data that indicates areas that teachers need additional support and training. In addition to survey results, completion of our needs assessment identified weak areas in which improvement is needed and the team determined strategies and the staff development needed to address these areas. The implementation of Observation 360 (OBS 360) and Professional Development 360 (PD360) has been extremely useful in providing professional development as well as information to the administration on areas that will be of focus. With OBS 360, administrators are able to assign professional development videos and assessments immediately to the teacher. Administrators use the reports from PD 360 for continuous school improvement.

- B. We have aligned professional development with the State's academic content and student academic achievement standards . . .

At Hutto Middle School our Professional Development will be designed to support continuous improvement and to increase student achievement. The following Professional Development topics have been planned for the 2013-14 school year:

- PD 360
- Co-Teaching- This will include Special Education and Regular Education and ESOL
- Differentiation- This will include engagement, rigor/DOK, and instructional strategies
- Continuous staff development on Standards Based Classrooms and CCGPS
- STEM
- Professional Learning Communities – This will include examining student work, collaboration, and professional development
- CLASS Keys – TKES and LKES

We have aligned professional development with the State's academic content and student academic achievement standards Common Core Georgia Performance Standards (CCGPS). The Assistant Superintendent of Curriculum, HMS administrators, academic coaches, and teachers make sure that all professional development that is implemented at Hutto is aligned to Standards Based Instruction. Teachers at Hutto and Decatur County educators as a whole will participate in Professional Learning Communities (PLC's) this coming year. The focus of the group will be examining student work. Teachers, paraprofessionals and leaders at Hutto are also able to use the online PD360 program that delivers professional development. This allows access to "right now" professional learning 24/7. Weekly professional learning community meetings also provide opportunities for in-depth study and discussion of topics that are relevant. Professional growth at HMS is supported, valued and has become standard practice.

- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. The Decatur County Board of Education provides money, time, resources, and instructional coaches for professional development opportunities offered in Decatur County. The curriculum department is always willing to help individual school with specific needs. Title I funds in conjunction with local and state LEA funds provide money, resources, and instructional coaches



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as designated for most professional learning courses. Scheduling with respect to time and location are facilitated at the school and county level to maximize professional learning opportunities.

- D. We have included teachers in professional development activities regarding the use of academic assessments. . to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .

Teachers have been included in developing activities addressing the use of academic assessments to enable them to provide information on, and to improve the achievement of individual students and the overall instructional program. Teachers will be trained in the testing administration of all state and local assessments required for each grade level. These include but are not limited to: GKIDS, CRCT, GIA, and county wide benchmark assessments. Teachers also meet with professional learning communities that include teachers, administrators, lead teachers, and instructional coaches to review and interpret data. System wide, schools will be engaged in professional learning communities focused on Examining Student Work for the 2013-2014 school year.

- *5. Strategies to increase parental involvement.

Response:

We have involved parents in the planning, review, and improvement of the comprehensive school wide program plan by inviting them to attend the SIP meeting at HMS. This meeting is publicized on the website, last monthly newsletter and the school's marquee. It is an open meeting and parents as well as all stakeholders are welcome to attend. HMS School Advisory Council and PTO members are personally invited to attend. The turnout was not as big as we wished, but the parents who attended contributed significantly to the revision of the parent/teacher/student compact and the parent involvement plan for Hutto. Their insights into school strengths and weaknesses were also valuable in collecting opinions beyond those gathered in the surveys.

- A. We have developed a parent involvement policy included in our appendix that
- includes strategies to increase parental involvement (such as family literacy services) and communication
 - describes how the school will provide individual student academic assessment results, including a interpretation of those results
 - makes the comprehensive school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
 - compacts required – include with policy
 - Parent Involvement checklist included

- *6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:



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- A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering form private schools plus students entering our school throughout the school year . . .

The transition plan for HMS students is a collaborative effort between counselors, administrators, teachers, parents, and students. Teachers and administrators will work together with parents and students to make sure that their transition from 4th to 5th and 6th to 7th is as smooth as possible. Throughout the year meetings between parents, teachers, and students will take place to assist students with successfully completing the 5/6 school of Decatur County. Throughout the year the administration will monitor student attendance, SST, A3, behavior, etc. Each Monday teachers will meet in PLCs to discuss student work, but will also discuss particular students that are struggling and whether they need to contact parents to discuss options for the child.

The communication between parents and teachers is essential to make sure that the transition period for students is as smooth as possible. HMS will provide workshops onsite and partner with the districts' parent involvement contact person to provide visiting opportunities. Hutto will hold a transition night in the spring for rising 4th graders to visit and receive information about the school. In addition the fourth grade families will be given information with a description of HMS schedules, connections classes, clubs, and organizations that will be available to them. The same process as above will be provided to the HMS 6th graders who will be attending Bainbridge Middle.

HMS will hold two Tiger nights during the year for parents to meet teachers and discuss issues that may be occurring. The first night will be held in October and the second night will be held in March. At these meetings the administration will cover important items that will help in the transition for the beginning of the year and the end of the year. Hutto will also send the band and chorus teachers to each elementary school in the spring to discuss the programs with rising 5th graders.

- *7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

- A. The ways that we include teachers in decisions regarding use of academic assessment are as follows: content area teachers determined the intervals at which to administer common assessments and teachers either develop or assist in the development of the assessment. Content areas administer assessments at different times, depending upon the research and best fit for content area. Common assessment times are built into the course maps. In addition, the teachers use Edusoft to collect data and then meet to analyze the disaggregated data. Once data has been analyzed and needs of individual students are identified, teachers determine the interventions & adjustments to curriculum as needed. Paraprofessionals and support staff are asked to assist in a variety of ways: some are responsible for aiding to strict IEP or 504 accommodations, monitoring classes, and re-teaching small group instruction.

- *8. Coordination and integration of Federal, State, and local services and programs.

Response:

- A. This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student



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achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school wide plan.

8(a). List of State and local educational agency programs and other federal programs that will be included.

Hutto Middle School will coordinate Title I with federal, state, and locally funded programs including but not limited to: English Learners Program, Migrant Education, Early Intervention Program, Response to Intervention, Special Education, School Social Workers, Homeless Liaison, PreK, Head Start, 21st Century, PTO Organizations, Adult Education, Parent Engagement and Family Literacy. Title I funds will be used to enhance the overall academic experience for all students in all programs. The coordination at the school level will focus on students who did not meet target requirements in (subject(s) areas). Those subgroups will be targeted to help increase overall student achievement.

8(b). Description of how resources from Title I and other sources will be used.

Title I funds will be used to enhance standards based instruction, the intervention process, and professional learning identified areas. Students in subgroups identified in the needs assessment, who are not meeting standards or who are at risk of not meeting standards will be involved in the RTI process. To assist students who fall in these categories, Hutto will use feedback, assessment, and differentiation to support and adjust instruction as necessary. Title I funds will also be used to fund the following:

Employ nine highly qualified paraprofessionals to assist teachers in working with students in small intervention groups in classrooms. There will be one paraprofessional employed. HMS will employ two highly qualified teachers to reduce the class size. HMS will also employ academic coaches to target reading, math, and science content areas. Coaches will work to provide assistance with the identification of students, provision of instructional strategies with teachers, and collaborative effort to ensure that academic curriculum remains rigorous. There will be four coaches employed. Hutto will also extend professional learning activities related to examining student work and standards based classrooms. PD 360 will be used to help teachers in this initiative. Parental engagement through school and county workshops will assist parents in helping their student achieve in the classroom. HMS will hold two Parent Nights that will help support this initiative. The HMS faculty will also use Student Agendas to communicate with parents. Title I funds will be used to supplement other state and local funds to purchase more computers, Promethean Boards, and software in HMS classrooms. Technology purchases will be focused on research-based programs and hardware to further engage students in learning while meeting the diverse learning styles of students. The purchase of iPass and Think Math will be utilized with at-risk students to address below level performance in the content area of math.

Title I-C funds will be used to provide instructional support to Migrant students. Title II funds will be used in the district for professional learning and class size reduction. Title II funds will be used to provide supplemental supplies and services to our EL students. State and federal funds (IDEA and VI-B) will be used to pay for the excess costs of providing special education and related services, including instructional salaries, materials, equipment and professional learning, for children with disabilities. Homeless students will also be provided the assurance of a fair and equitable education.



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8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

The Federal Programs Director will continue to work to ensure that all Title I programs are integrated and do not conflict with other federal programs and laws. Where applicable, this plan was developed in coordination with federal laws and programs including but not limited to the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act and National and Community Service Act of 1990.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Classroom teachers will receive students' prior spring test results during pre-planning. Students will be assigned, or will continue to receive additional assistance from the Early Intervention Program and Title I based on test scores. In the regular classroom, teachers will provide differentiated instruction and small group instruction to meet students' needs. Students will also be given the opportunity to enroll in the after school program and before school program. Students who score less than 810 on the math CRCT will be scheduled for remedial math and EIP classes, which will use the iPass program. Title I funds/resources are utilized to ensure students who are economically disadvantaged receive additional support as determined by analysis of school and student data. Title I funds/resources are utilized to ensure students who are economically disadvantaged receive additional support as determined by analysis of school and student data. Hutto also receives 21st CCLC funding for afterschool, which allows the school to serve students in the afternoon for two hours four days a week. The 21st CCLC afterschool program focuses on math and reading, but also offers a variety of enrichment activities. The iPass program and Read 180 program are used to help kids in academic areas they have been identified deficient. These programs also provide useful data that is used for school improvement continuous process.

9(a). Measures to ensure that student difficulties are identified on a timely basis.

Throughout the year, teachers will continue to assess student progress using a myriad of data sources. Plans will be made at PLC meetings, parent conferences, and SST meetings on ways to address the needs of at-risk learners. Frequent monitoring of SST, IEPs and 504 ensures Free Appropriate Public Education for all students. Training for teachers is provided to assist them in identifying instructional strategies to be utilized with 504, EL, migrant, and homeless students.

The Response to Intervention process will continue to be fully implemented at HMS. The RTI process consists of Tier I, Tier II, Tier III, and Tier IV, which progressively provides more support and interventions for the students who are experiencing difficulty meeting standards. Students who are at risk of not meeting standards, or who are not meeting standards will be in Tier II of the RTI process. A3 will be used to document



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information on students. Teachers will hold meetings, which consist of the classroom teacher, another team member, Lead Teacher, and the student's parent will be invited to attend meeting. Interventions to support students will be put into place and progress will be monitored. Students not making progress in Tier 2 with intervention will be moved to Tier 3 and receive additional interventions which will be progress monitored. Struggling students in Reading and/or Math will be offered after school tutoring, which will be funded by 21st Community Learning Centers (CCLC).

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Monthly A3 trainings and assistance are provided for the instructional staff to make sure all identified struggling students are receiving the services that will ensure their success in the classroom. The instructional staff also frequently monitors SST and 504 plans and will have meetings when needed. PD 360 will also be used to help in professional development for teachers when they have areas of concern, or when the administration feels it is necessary for teachers to look at certain areas that need to be addressed. The implementation of Professional Learning Communities (PLC) has been extremely beneficial over the last two years at Hutto. During this time teachers meet in departments to analyze student work as well as making sure units of study and lesson plans are covering all objectives. Also, during this time teachers are able to analyze student data in a variety of ways. The SLDS system that has been provided has made data analysis much easier for the classroom teacher. This program allows teachers to see the growth students have made in each subject areas from year to year. CCGPS, Standards Based Classrooms, DOK, STEM, differentiation of instruction continue to be areas that we provide training. These are part of the non-negotiable items that we created in our system as well as Hutto Middle.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

When classroom interventions are not sufficient to meet student needs, teachers at Hutto will contact the parents, hold a parent/teacher conference, and the teacher will give suggestions on how to provide more support at home. Teachers will provide the instructional support that parents need at home to help the child. All conferences that are held by teachers at Hutto will have an agenda and sign-in sheets for all parties involved. There will be notes taken at the conference on what areas that need to be improved upon, and what strategies that will take place to improve in these areas. Teachers at Hutto are required to keep an open line of communication with parents when students are struggling, but also when students are performing well.

The Response to Intervention process will continue to be fully implemented at HMS. The RTI process consists of Tier I, Tier II, Tier III, and Tier IV, which progressively provides more support and interventions for the students who are experiencing difficulty meeting standards.

Students who are at risk of not meeting standards, or who are not meeting standards will be in Tier II of the RTI process. A3 will be used to document information on students. Teachers will hold meetings, which consist of the classroom teacher, another team member, Lead Teacher, and the student's parent will be invited to attend meeting. Interventions to support students will be put into place and progress will be monitored. Struggling students in Reading and/or Math will be offered after school tutoring, which will be funded by 21st Community Learning Centers (CCLC).



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If the student continues to experience difficulty, then the process will move to Tier III and further support will be provided by the Student Support Team (SST), where additional interventions will be put into place. The SST will consist of teachers from the team, SST coordinator, administrator, and parents. These conferences will outline what services will be provided for the student at school, what parents can do to help at home, and additional services that can be provided in the community. Students may be referred for further diagnostic testing and may qualify for Tier IV of the RTI process and receive Special Education services, or other appropriate services.

Based upon the 2011-2012 CRCT data it is evident that additional assistance in math is needed. HMS SIP team has also decided that a school-wide emphasis on writing will be implemented.

- Implementation of iPass in remedial math classes, EIP classrooms, and other classrooms as needed.
- Mock writing test with feedback. Writings will be assessed by PLCs
- Alternative Behavior Education Program (ABE) to limit class disruption
- Support to deal with attendance and other issues that inhibit academic success
- Parents will receive report cards every nine weeks
- Parent conferences will be held during the school year

The HMS Title I Compact is a voluntary agreement between home and school to define goals, expectations, and responsibilities of parents, students, and school. A copy of this compact can be found in the appendix.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Parents/ Guardians of HMS students will be provided frequent assessment information. Parents will be able to access student information by using the Parent Portal on Infinite Campus. HMS students will be provided 4 and a half week progress reports, which will communicate student progress. Students will receive report cards every nine weeks, and the dates that they will receive these reports are posted on the system calendar and will be posted on the school marquee. The use of Edusoft reports to show progress toward mastery of standards will be studied. Conferences will be held throughout the year, but parents and teachers may request a conference at any time they feel it is necessary.

The results for the statewide assessments (CRCT and 5th grade Writing Assessment) will be sent home with students on the day that is designated by the system. An interpretation guide for parents will be included in the report. Parents will be encouraged to come in for a conference with a teacher or administrator if more explanation is needed. Once results are received parents will be notified of options for students to avoid retention if the assessment test was not passed. Remediation will be provided to the students and they will be re-tested prior to the end of the school year. When the re-test results are received, parents will be notified by mail. Promotion/retention meetings will be held to decide options for the subsequent school year. All interpretations of scores will be provided in native languages. At the beginning of each school year a Parent Teacher Organization (PTO) meeting will be held so that the administration will explain the previous year's CRCT results and the school's academic status.



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11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Teachers administer tests that are mandated by the county as well as the state. All tests are governed by the same testing procedures that are outlined by the county testing coordinator and carried out by the school test coordinator. Both county and state test are used in collecting data to raise student achievement. Classroom exams and benchmark exams are analyzed often using Eudsoft to disaggregate data. State assessment data are downloaded by District Test Coordinator and Assistant Superintendent for Curriculum and are loaded to Infinite Campus and are put into spreadsheets with filters/subtotals/freeze panes so they can be manipulated by leaders, support and instructional staff. Academic coaches provide additional assistance in data reports and reviews. As noted earlier, training on the use of reports from Edusoft, READ 180, E2020, Rosetta Stone, iPass, My Reading Coach, OBS 360, and other software has been provided. State and local scores are disaggregated at the state, county and school levels. These scores are used to help improve instructional, student achievement, and the curriculum. The State Longitudinal Data System (SLDS) is also utilized as a tool for ongoing analysis of data by system leaders, building leaders, and individual teachers.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

The statistical validity and reliability of state assessments are maintained by the Georgia Department of Education. (Counselors, school test coordinators) meet with teachers and staff to train on test security and administration in order to ensure that testing results will be representative of student learning. Test data is maintained in a database format as well as in spreadsheets in order to keep data shared between schools and the central office as secure as possible. Teachers and staff are continuously trained for each test to make sure that the results are statistically valid and reliable. All administration, storage, and coding procedures will be followed to insure test security and proper administration of the test. Test data will be handled in a confidential manner at the system and school levels. When assessment results are received they are analyzed to ensure that coding is accurate and that students are identified in the correct subgroups.

13. Provisions for public reporting of disaggregated data.

Annual State and Local Assessment and Balanced Scorecard data is presented to the local Board of Education and shared with the local media simultaneously. This information is shared with stakeholders annually at the beginning of the school year and links are posted to the school and Decatur County website. Parents are notified annually of a school's academic status based on state accountability criteria by a letter in the student handbook. Parents are also provided information on attendance, state and local assessments, and balanced score card data at School Improvement Sessions and parent meetings throughout the year.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Hutto Middle School revises its plan annually so that continuous improvement can be made at the school. The plan for the 2013-14 school year was created using data from 2012-13. Teachers and parents were a part of creating the school wide plan. This plan was reviewed by all faculty members and will be submitted to the



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Federal Programs Director. This plan will continue to be reviewed throughout the school year and revised on as needed basis.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

The Hutto Middle School plan has been developed with the involvement of community and internal stakeholders and has been vetted with a larger group of the same.

16. Plan available to the LEA, parents, and the public.

A copy of the plan will be on file with the Federal Programs Director and will be housed in the Parent Resource Center located at the Decatur County Student Support Center. In addition, a hard copy of the plan for public review will be available at each individual school parent resource center, in the front office, at any PTO meeting or parent event, and on-line through a link to our website.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Translated documents will be provided upon parent request. A copy of the translated document may be reviewed at the school parent resource center. All documents posted to the website are available for translation into other languages.

18. This plan is subject to the school improvement provisions of Section 1116 of NCLB. State academic assessments and other indicators are used to annually review the progress of the school to determine whether adequate yearly progress is being made.



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Appendix



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Math Goals/Objectives 2013-2014

Long Range Goal:	By 2014, 88.1% of students will meet or exceed state standards in Math as measured by the Georgia CRCT.
Diagnostic Data:	<ol style="list-style-type: none"> 1. 8.2% of Decatur County 4th graders scored at Level 1 for Math on the 2013 CRCT. 2. 14.5% (without retest) or 6.3% (with retest) of Decatur County 5th graders scored at Level 1 for Math on the 2013 CRCT. 3. 26% of Decatur County 6th graders scored at Level 1 for Math on the 2013CRCT.
Rationale:	Students need to function productively at age-appropriate levels. Considering the increased rigor of CCGPS the goal is set to increase the current score from 83% to 88% of the students meeting the state standard on the Georgia CRCT. The CCRPI performance target for all students for 2014 is 88%; this way our students will be on target for this year.
Objective(s):	<ol style="list-style-type: none"> 1. 2014 5th Grade CRCT scores in Math will increase by 2.6% from 85.5% to 88.1%. 2. 2014 6th Grade CRCT scores in Math will increase by 14.5% from 73.6% to 88.1%.
Benchmark(s):	<ol style="list-style-type: none"> 1. 88% of 5th Grade students will meet or exceed state standards in Math on the 2014 Georgia CRCT. Currently 85% met or exceeded and the state CCRPI target is 88%. (These scores are without retest) 2. 35% of 5th grade students with disabilities will meet or exceed state standards in Math on the 2014 Georgia CRCT. Currently, 5th grade students with disabilities performed at 30% meet or exceeds. However, the state CCRPI target is 73%. 3. 84% of 5th grade black students will meet or exceed state standards in Math on the 2014 Georgia CRCT. Currently, 5th grade black students performed at 82% meet or exceed and the state CCRPI target is 82%. 4. 89% of 5th grade white students will meet or exceed state standards in Math on the 2014 Georgia CRCT. Currently, 5th grade white students performed at 87% meet or exceed. However, the state CCRPI target is 93%. 5. 92% of 5th grade Hispanic students will meet or exceed state standards in Math on the 2014 Georgia CRCT. Currently, 5th grade Hispanic students performed at 91% meets and exceeds and the state CCRPI target is 88%. 6. The state CCRPI target for 5th grade EL students is 81%. 7. The state CCRPI target for 5th grade ED students is 84%. 8. 88% of 6th Grade students will meet or exceed state standards in Math on the 2014 Georgia CRCT. Currently 74% met or exceeded. The state CCRPI target for 2014 is 88% 9. 20% of 6th grade students with disabilities will meet or exceed state standards in Math on the 2014 Georgia CRCT. Currently, 6th grade students with disabilities performed at 10% meet or exceed. However, the state CCRPI target is 72.9%. 10. 67% of 6th grade black students will meet or exceed state standards in Math on the 2014 Georgia CRCT. Currently, 6th grade black students performed at 65% meet or exceed. However, the state CCRPI target is 88.1%. 11. 89% of 6th grade white students will meet or exceed state standards in Math on the 2014 Georgia CRCT. Currently, 6th grade white students performed at 86% meets and exceeds. However, the state CCRPI target is 93%. 12. 60% of 6th grade Hispanic students will meet or exceed state standards in Math on the 2014 Georgia CRCT. Currently, 5th grade Hispanic students performed at 58% meets and exceeds. However, the state CCRPI target is 88%. 13. The state CCRPI target for 6th grade EL students is 81%. 14. The state CCRPI target for 6th grade ED students is 84%.
Evaluation Design	Annual evaluation of the HMS CRCT results.



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HMS (Math) School 45-60 day Action Plan						
Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress
Teaching & Learning <ul style="list-style-type: none"> • Engagement • Rigor/DOK • Instructional strategies • Evaluation (pilot) 	Hands on activities; math mania, word walls, incorporating constructed responses on common assessments/benchmark tests, student collaboration (ex: think-pair-share, peer review/tutoring)	Daily 13-14 School Year	Teachers, co-teachers Administration	Oral responses, student work samples, etc Observation Summaries	Common assessments Benchmarks, grades, RACES constructed response, TKES Evaluations Observation 360	Edusoft reports, progress reports, report cards , and SLDS Observation 360 reports
Teaching & Learning <ul style="list-style-type: none"> • Co-teaching • Professional Learning 	Use of the six approaches to co-teaching, planned collaboration, trainings, peer observations, PD360	Weekly	Teachers, co-teachers, coaches and administrators	Agendas, lesson plans/folders	Co-teaching checklist, differentiated lessons and Observation 360	Edusoft reports, progress reports, report cards, SLDS and Observation 360 reports
Writing in Math	Constructed Responses	Three per 9 weeks	Teachers, co-teachers, coaches and administrators	Writing folder and lesson plans	Writing samples	RACES Rubric
Technology	Daily use of elmos, projectors, clickers, netbooks, tab pilots and/or computers, etc	Daily	Teachers and co-teachers	Lesson plans	Observation 360	Observation 360 reports
Parent Involvement	MyQ remediation/acceleration program	9 weeks	Teachers, students, parents	Agenda, Lesson Plans, Newsletters	MyQ Reports Parent Portal Reports	MyQ Reports



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Reading Goals/ Objectives 2013-2014

Long Range Goal:	By 2014, 94.6% of students will meet or exceed state standards in Reading as measured by the Georgia CRCT.
Diagnostic Data:	1. 6% of Decatur County 4 th graders scored at Level 1 for Reading on the 2013 CRCT.
	2. 10.6% of Decatur County 5 th graders scored at Level 1 for Reading on the 2013 CRCT.
Rationale:	Students need to function productively at age-appropriate levels.
Objective(s):	1. To increase 5 th grade CRCT scores in Reading above 94.6% through 2014.
	2. To increase 6 th grade CRCT scores in Reading above 95.2% through 2014.
Benchmark(s):	1. 31% of 5 th grade students will exceed state standards in Reading on the 2014 CRCT.
	2. 42% of 6 th grade students will exceed state standards in Reading on the 2014 CRCT.
	3. 81.6% of Special Education students will meet/exceed state standards in Reading on the 2014 CRCT according to the state CCRPI performance target. 70% of students with disabilities met or exceeded state standards in Reading on the 2013 CRCT.
Evaluation Design:	Annual evaluation of the HMS CRCT test results.



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Language Arts Goals/Objectives 2013-2014

Long Range Goal:	By 2014, 94% of students will meet or exceed state standards in Language Arts as measured by the Georgia CRCT.
Diagnostic Data:	1. 8.2% of Decatur County 4 th graders scored at Level 1 for Language Arts on the 2013 CRCT. 2. 6.8% of Decatur County 5 th graders scored at Level 1 for Language Arts on the 2013 CRCT.
Rationale:	Students need to function productively at age-appropriate levels. Considering the increased rigor of CCGPS the goal is set to increase the current score from 93% to 94% of the students meeting the state standard on the Georgia CRCT. The CCRPI performance target for all students for 2014 is 93%; therefore, our students will be on target for this year.
Objective(s):	1. 5th Grade CRCT scores in Language Arts meet or exceed 94% or above by 2014. 2. 6th Grade CRCT scores in Language Art meet or exceed 94% or above by 2014.
Benchmark(s):	1. 94% of 5th Grade students will meet or exceed state standards in Language Arts on the 2014 Georgia CRCT. 2. 94% of 6th Grade students will meet or exceed state standards in Language Arts on the 2014 Georgia CRCT. 3. In the 5 th and 6 th grade, 78% of the students with disabilities will meet or exceed state standards in Language Arts on the 2014 Georgia CRCT. Currently, students performed at 67% meet or exceed. However, the state CCRPI target is 78%.
Evaluation Design:	Annual evaluation of the HMS CRCT results.



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Language Arts Writing Goals/Objectives 2013-2014

Long Range Goal:	By 2014, 82% of students will meet or exceed on the G5WA in Language Arts.
Diagnostic Data:	19.4% of 5 th Grade students scored at Level 1 for Language Arts on the 2013 G5WA.
Rationale:	Students need to function productively at age-appropriate levels.
Objective(s):	<ol style="list-style-type: none"> 1. By 2014, 82% of all 5th grade students will meet or exceed on the G5WA. 2. To increase G8W8 scores to 82% or above by 2014 through the use of a practice writing test in grades 5 through 8 using Write Score.
Benchmark(s):	1. Increase the percentage to 14% of 5th Grade students will exceed on the G5WA in by 2014.
	2. 77% of Black students in the 5th Grade will meet or exceed on the G5WA by 2014.
	3. 50% of Special Education students in the 5 th Grade will meet or exceed on the G5WA by 2014. In 2013, 33% of 5 th grade students met or exceeded.
Evaluation Design:	Annual evaluation of the HMS G5WA test results.



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Hutto Middle School ELA Department overall 45-60 day Action Plan

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress
Increase Writing	Trainings (PD360), Analyze Student Work, Writing Across Curriculum-RACES organizer for constructed responses	Oct-Dec	Teachers Coaches	PD 360 Reports RACES organizers	Writing Folder w/ writings from all subjects Completion of PD360 assignment	
Increase G5WA and G8WA performance	Teach foundational, narrative, informative, & argumentative genres for Write Score Diagnostic Assessment	Oct- Dec	Teachers Coaches Guidance	Student Writing Samples	Writing Folder w/ grade specific evidence of genres	
Teaching & Learning	Weekly Assigned Co-teaching collaboration planning	Oct- Dec				
Increase Engagement	Incorporate Research Based Teaching Strategies Think-Pair-Share Numbered Heads Pass the Note (circle writing)	Oct-Dec	Teachers	Ob 360 Reports Coach Notes	Observations Walk-throughs Peer Observation Forms	
Align rigor of standards to instruction and assessment	DOK Training Align Assessments Practice with OAS longer passages & Higher DOK questions	Oct-Dec Weekly	Teachers Coaches Teachers Coaches	Course maps Unit plans OAS	Lesson Plans Aligned Assessments Walk-throughs Peer Observations Lesson plans	



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**Hutto Middle School ELA Department overall 45-60 day
 Action Plan Continued Page 2**

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress
Integrated Curriculum ELA/Math/Science/ Social Studies	<ul style="list-style-type: none"> • Collaborative Planning (including co-teaching) • Integrated Units • STEM integration • School-wide vocabulary (power words) <ol style="list-style-type: none"> 1. Greek and Latin Roots 2. Language of standard 	Oct-Dec	Teachers Coaches	Agendas Sign in sheets	Sign in sheets ELA Plan agendas	
Student use of Technology	<ul style="list-style-type: none"> • iPads • Tabpilots • Web-based programs (AR, Star, Read 180, etc.) 	Oct-Dec	Teachers		Lesson plans Observations/ walk-throughs, student products	
Professional Learning	<ul style="list-style-type: none"> • PD360 and Coach training at department meetings 	Oct-Dec	Coaches PD360 videos	Agendas, Sign- in Sheets, PD360 reports	Professional Learning summary, agendas & sign in sheets	



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Science Goals/Objectives 2013-2014

Long Range Goal:	By 2014, 80.3% of 5 th and 6 th grade students will meet or exceed state standards in Science as measured by the Georgia CRCT.
Diagnostic Data:	<ol style="list-style-type: none"> 1. 17.8% of Decatur County 5th graders scored at Level 1 for Science on the 2013 CRCT. 2. 24.9% of Decatur County 6th graders scored at Level 1 for Science on the 2013 CRCT.
Rationale:	Students need to function productively at age-appropriate levels.
Objective(s):	<ol style="list-style-type: none"> 1. To increase 5th Grade CRCT scores in Science above 84% through 2014. 2. To increase 6th Grade CRCT scores in Science above 80.3% through 2014.
Benchmark(s):	<ol style="list-style-type: none"> 1. 47% of 5th grade students will exceed state standards in Science on the 2014 CRCT. 2. 23% of 6th grade students will exceed state standards in Science on the 2014 CRCT. 3. 70% of Black students will meet/exceed state standards in Science on the 2014 CRCT. 4. 77% of Hispanic students will meet/exceed state standards in Science on the 2014 CRCT. 5. 60% of Students with Disabilities will meet/exceed state standards in Science on the 2014 CRCT. 6. 89% of White students will meet/exceed state standards in Science on the 2014 CRCT. 7. 68% of ELL Students will meet/exceed state standards in Science on the 2014 CRCT. 8. 73% of Economically Disadvantaged students will meet/exceed state standards in science on the 2014 CRCT.
Evaluation Design	Annual evaluation of the HMS CRCT results.



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Hutto Middle School Science 45-60 day Action Plan

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress
Teaching & Learning <ul style="list-style-type: none"> Engagement Rigor/DOK Feedback (based on Standards) Vocabulary 	Labs (4 to 6 labs) Standards based Project (Unit or 9 weeks) LOTS Word Wall (Write the word in a sentence and/or add a picture) Power Words	9 weeks	Teachers Coaches	LOTS Word Wall Checklist (student/standard) Rubric Lab Reports	Lesson plans Assessments Edusoft Report Power Word Charts	Common Assessments Benchmarks
Writing <ul style="list-style-type: none"> Constructive Response Standard Based Questions 	Constructive Response RACES, and Essay Questions, Essential Questions, Cumulative Review Questions	9 weeks and Daily	Teachers Coaches	RACES Checklist Rubric Student Journal Entries	Lesson Plans Writing Folder Assessments	Writing Test Common Assessments
Technology <ul style="list-style-type: none"> I Pads/Tab Pilots /Tablets 3-D Projector Modules 	Student Collaboration Research Skills View Modules Simulation Labs	9 weeks	Teachers	Rubrics Student Journal Entries	Lesson Plans Student Products	Amount of usage by students
Professional Learning <ul style="list-style-type: none"> Collaboration Professional Development 	Weekly Department Meetings: <ul style="list-style-type: none"> Collaborative Unit /Common Assessment Planning PD 360 Trainings Analyze Data Evaluate Student Work 	Weekly	Administration Teachers	Agendas Minutes PLC Logs PD360 Reports	Agendas Minutes Lesson Plans Completion of PD360 assignments	



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Social Science Goals/Objectives 2013-2014

Long Range Goal:	By 2014, 81.3% of students will meet or exceed state standards in Social Science as measured by the Georgia CRCT.
Diagnostic Data:	<ol style="list-style-type: none"> 1. 21.7% of Decatur County 4th graders scored at Level 1 for Social Science on the 2013 CRCT. 2. 30.4% of Decatur County 5th graders scored at Level 1 for Social Science on the 2013 CRCT. 3. 35.8% of Decatur County 6th graders scored at Level 1 for Social Science on the 2013CRCT.
Rationale:	Students need to function productively at age-appropriate levels.
Objective(s):	<ol style="list-style-type: none"> 1. To increase 5th grade CRCT scores in Social Science above 86% Meets/Exceeds by 2014. 2. To increase 6th grade CRCT scores in Social Science above 77% Meets/Exceeds by 2014.
Benchmark(s):	<ol style="list-style-type: none"> 15. <u>30%</u> of 5th grade students will exceed state standards in Social Science on the 2014 Georgia CRCT. 16. <u>36%</u> of 6th grade students will exceed state standards in Social Science on the 2014 Georgia CRCT. 17. <u>70%</u> of <u>black students</u> will meet/exceed state standards in Social Science on the 2014 Georgia CRCT. 18. <u>41%</u> of Special Education students will meet/exceed state standards in Social Science on the 2014 Georgia CRCT.
Evaluation Design	Annual evaluation of the HMS CRCT results.



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Hutto Middle School Social Science 45-60 day Action Plan

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress
Writing	Constructed Response/Essay assessment, RACES Literacy Design Collaboration (LCD)	3 per 9 weeks Pilot 2 weeks	Teachers, ELA Coaches	Rubrics Modules	Lesson plans, Writing folder Samples Modules	Writing Scores
Teaching & Learning	Add review questions to activator	Daily	Teachers	Lesson plans	Benchmark Tests	
Vocabulary	Unit vocabulary, common standards, vocabulary, lesson activator, LFS, LOTS	Daily	Teachers, ELA Coaches	Vocabulary Lists Word Wall	Vocabulary Assessments, benchmark tests	Edusoft reports, CRCT
Technology	Student Collaboration Research Skills Web-based programs (United streaming, Brainpop, CPS)	Every 9 weeks	Teachers	Droid tablets, Ipads, computer lab, rubrics	Lesson Plans Student Products	Edusoft reports, CRCT
Professional Learning Collaboration Professional Development	Monthly Department Meetings: <ul style="list-style-type: none"> • Collaborative Unit Planning • PD 360 Trainings • Analyze Data for instruction • Evaluate Student Work 	Monthly	Administration Teachers	PLC Logs PD360 Reports, Department Agenda/Minutes	Agenda, minutes, Sign in sheets, Lesson plans	PD360 reports



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HMS overall School 45-60 day Action Plan

Goals	Actions, Strategies, Interventions	Timeline	Person(s) Responsible	Artifacts	Evidences	Progress
Teaching & Learning <ul style="list-style-type: none"> Engagement Rigor/DOK Instructional strategies 	Trainings, Professional development, collaboration, Observation 360, Standard-based	Weekly PLC's	Teachers, Admin, coaches, RESA,	Agenda, sign in sheets, minutes	Lesson plans, Assessments,	Common assessments, Benchmarks, CCRPI, weekly walk-through, TKES/LKES, SLDS, Peer Observations
Teaching & Learning <ul style="list-style-type: none"> Co-teaching 	Trainings, planned collaboration, peer observations,	Sept, Dec, Feb, April	Administration, Lead teacher	Agenda, lesson plans, constructed response questions	Checklist, lesson plans, folders,	Benchmarks, Observation 360
Professional Learning <ul style="list-style-type: none"> Collaboration Professional development Professional learning Communities 	Establish protocols Trainings, grade level & vertical meetings	Weekly PLC's Monthly Sessions, Weekly	Administration Teachers, coaches, Administration	PLC summary Sheets by department, PD360 reports, Articles ,	Agenda, minutes, sign in sheets	PD360 reports, Checklist, TKES/LKES Observation 360
Discipline	Incentives, Revised HMS handbook reconvene Behavior team	End of 9 weeks As needed	Teachers, Admin, parents, Behavior team	Behavior plans	Infinite Campus reports	Discipline reports Discipline committee
Attendance	Attendance Protocols	Monthly	Teachers, Admin., social worker DA	Infinite Campus reports, HMS sign –	Attendance folders	Attendance Reports



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				in logs		
Writing Component	Monitor constructive response per subject	Aug-Dec	Teachers, coaches, administration	Lesson plans,	Benchmark Assessment s	RACES checklist Writing tests