



**Barrow County School System**

Boldly Committed to Student Success

# Russell Middle School

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

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

	Type name below for plan approval	Approval Date
Superintendent	Dr. Chris McMichael	9/2/16
Title I Director	David Beeland	8/31/16
System Professional Learning Coordinator	Meggan McNally	8/9/16
School Governance Team Chairperson	Clint Deardorff	9/22/16
Principal	J. Paul DeFoor	8/3/16





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### Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders																														
Professional development for increasing student engagement, high order thinking skills, working with ELs, and STEAM integration.	2016 CNA Survey - 40.63% of teachers indicated that engagement PL would be beneficial, 37.5 indicated that HOTS PL would be beneficial, and 28.13 indicated that STEAM PL would be beneficial. 69% of teachers indicated that they did not feel prepared to use Web 2.0 tools to enhance instruction in their classrooms.	All teachers and all students; Digital Coach and Instructional Coach will lead PL sessions.	Annual Title I Parent Meeting																														
Professional development for meeting the needs of EL students by incorporating WIDA standards into classroom instruction and utilizing individual ACCESS scores to differentiate instruction.	2016 CNA Survey - 21.88 of teachers indicated that PL for working with English Learners would be beneficial. EL scores dropped from 28.87% Level 2,3, or 4 to 21.74% Level 2,3, or 4 on the ELA section of GA Milestones from 2015 to 2016.	All teachers, EL students. EL teacher and Instructional Coach will lead PL sessions.	Annual Title I Parent Meeting and Breakout Sessions at additional parent engagement nights																														
Professional learning related to student construction of content knowledge and acquisition of skills: Writing across the curriculum and dialogical conversations.	2016 Milestones Data in all subject areas and subgroups indicate a need for the implementation of these approaches, which will lead to increases in student achievement in all content areas.	All teachers and all students	Annual Title I Parent Meeting																														
Professional learning related to Culturally Responsive Pedagogy and PBIS	2015-16 Behavior Data, Milestones Data, and Report Card data (including disaggregated subgroup data)	All teachers, and all students, but particularly minority students, and ED students.	Annual Title I Parent Meeting																														
Professional learning for research-based writing practices that will lead to increase student achievement in ELA in all subgroups. Percentage of students identified as Developing, Proficient and Distinguished will increase in all subgroups.	2015/2016 Milestone Results for ELA. % of students identified as Developing, Proficient, and Distinguished: <table border="1" data-bbox="478 1040 982 1320"> <thead> <tr> <th>Subgroup</th> <th>RMS 2015</th> <th>RMS 2016</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>69.83</td> <td>76.05</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td>76.67</td> <td>75.47</td> </tr> <tr> <td>Black</td> <td>61.33</td> <td>70.89</td> </tr> <tr> <td>Hispanic</td> <td>67.29</td> <td>76.15</td> </tr> <tr> <td>Multi-Racial</td> <td>65.62</td> <td>61.76</td> </tr> <tr> <td>White</td> <td>71.57</td> <td>77.87</td> </tr> <tr> <td>FRL</td> <td>61.61</td> <td>67.71</td> </tr> <tr> <td>EL</td> <td>28.57</td> <td>21.74</td> </tr> <tr> <td>SWD</td> <td>28.4</td> <td>19.39</td> </tr> </tbody> </table>	Subgroup	RMS 2015	RMS 2016	All Students	69.83	76.05	Asian/Pacific Islander	76.67	75.47	Black	61.33	70.89	Hispanic	67.29	76.15	Multi-Racial	65.62	61.76	White	71.57	77.87	FRL	61.61	67.71	EL	28.57	21.74	SWD	28.4	19.39	Teachers at RMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators Instructional Coach	Parent Link phone/email message Agenda reminder Parent letter RMS Marquee RMS Website Parent Feedback form
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<p>Professional learning for pedagogical approaches that will increase student achievement in Math in all subgroups. Percentage of students identified as Developing, Proficient and Distinguished will increase in all subgroups.</p>	<p>2015/2016 Milestone Results for Math. % of students identified as Developing, Proficient, and Distinguished:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Subgroup</th> <th style="text-align: center;">RMS 2015</th> <th style="text-align: center;">RMS 2016</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">78.89</td> <td style="text-align: center;">80.14</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td style="text-align: center;">88.33</td> <td style="text-align: center;">91.84</td> </tr> <tr> <td>Black</td> <td style="text-align: center;">74.67</td> <td style="text-align: center;">68.83</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">77.06</td> <td style="text-align: center;">78.35</td> </tr> <tr> <td>Multi-Racial</td> <td style="text-align: center;">71.87</td> <td style="text-align: center;">72.73</td> </tr> <tr> <td>White</td> <td style="text-align: center;">79.18</td> <td style="text-align: center;">81.76</td> </tr> <tr> <td>FRL</td> <td style="text-align: center;">73.46</td> <td style="text-align: center;">73.79</td> </tr> <tr> <td>EL</td> <td style="text-align: center;">70.0</td> <td style="text-align: center;">38.46</td> </tr> <tr> <td>SWD</td> <td style="text-align: center;">45.68</td> <td style="text-align: center;">44.44</td> </tr> </tbody> </table>	Subgroup	RMS 2015	RMS 2016	All Students	78.89	80.14	Asian/Pacific Islander	88.33	91.84	Black	74.67	68.83	Hispanic	77.06	78.35	Multi-Racial	71.87	72.73	White	79.18	81.76	FRL	73.46	73.79	EL	70.0	38.46	SWD	45.68	44.44	<p>Teachers at RMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators Instructional Coach</p>	<p>Parent Link phone/email message Agenda reminder Parent letter RMS Marquee RMS Website Parent Feedback form</p>
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<p>Decrease Student Behavior Referrals by 10%.</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="3" style="text-align: center;">Total ODRs</th> </tr> <tr> <th style="text-align: center;">FY15</th> <th style="text-align: center;">FY16</th> <th style="text-align: center;">Percent Change</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">372</td> <td style="text-align: center;">430</td> <td style="text-align: center;">+16%</td> </tr> </tbody> </table>	Total ODRs			FY15	FY16	Percent Change	372	430	+16%	<p>Teachers at RMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators Instructional Coach</p>	<p>Published plan (website) Title Meetings</p>																					
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<p>Provide more educational resources for parents to be actively involved in their child's academic progress at home.</p>	<p>Comprehensive Needs Assessment: 15% do not feel as though we provide ways for parents to be actively involved in their child's academic progress.</p>	<p>Parents, Leadership Team, Teachers, Administrators</p>	<p>Plan shared with teachers at the beginning of the year and implemented throughout the year</p>																														





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### GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>Schoolwide ELA Milestones scores will increase when compared to last year's.</p> <p>Each subgroup's ELA scores will increase compared to last year's Milestones scores.</p>	<p>Teachers in all content areas will develop writing instruction skills by using dialogical writing instruction to guide students through constructed response writing activity per week.</p> <p>Actions include weekly implementation of research-based writing practices including using technology to enhance, share, and collaborate on writing.</p> <p>Professional learning to support teachers with implementing performance task strategies. Peer coaching to support teachers in their development with this strategy.</p> <p>ELA teachers' Milestones growth percentile averages will increase compared to last year's.</p>	Instructional Coach	<p>Weekly throughout the 16-17 School Year.</p> <p>Professional development delivered during pre-planning and follow-up sessions at TLC meetings throughout the year.</p> <p>Professional learning goals will include reflection on developing proficiency with this approach.</p>	<p>Lesson Plans, Meeting Minutes from Content PLC Meetings</p> <p>Student writing exemplars.</p>	<p><b>Leaders Demonstrate:</b> Professional learning to support teachers in effective instructional practices for cultivating student writing skills.</p> <p><b>Teachers Demonstrate:</b> Lesson plans include writing activities, products analyzed and discussed in content PLC meetings. PLCs will include discussion of practices that support writing in the classroom.</p> <p><b>Students Demonstrate:</b> Weekly writing products to construct content understandings and develop writing skills in various content-related genres.</p>	<p>Leadership will monitor lesson plans and content PLC meeting notes. TKES walkthroughs and observations.</p>	<p>\$16,620 for Chromebooks and \$1399 for Chromebook cart.</p> <p>\$3764 for classroom supplies.</p> <p>Instructional Coach Salary - \$70,971.</p>	<p><b>BCSS Indicators:</b> CIA, ITI</p> <p><b>AdvancED:</b> 3.1, 3.2, 3.3, 3.6, 5.1</p> <p><b>GA Standards:</b> I2, I3, I4</p>





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<p>On CNA teacher survey, 100% of teachers will indicate that they feel very prepared or prepared to implement instruction that increases students' critical thinking skills (Q9). Baseline(96.88)</p> <p>On CNA teacher survey, less than 15% of teachers will indicate that that professional learning in the area of High Order Thinking Skills (HOTS) would most enhance their skills as teachers. Baseline (37.5%)</p> <p>With an emphasis on cultivating HOTS through instructional dialogue, our goal is to decrease this need for PL, which would indicate that teachers feel more confident in this area.</p>	<p>Increase teacher ability and confidence in implementing lessons that cultivate critical thinking and high order thinking skills (HOTS)</p> <p>Creation of lesson plans that include instructional dialogue. Professional learning to support teachers with implementing instructional dialogue and its connections with HOTS.</p> <p>Peer coaching to support teachers in their development of this strategy.</p>	<p>Instructional Coach</p>	<p>Professional development delivered during pre-planning and follow-up sessions at TLC meetings throughout the year.</p> <p>Professional learning goals will include reflection on developing proficiency with this approach.</p> <p>Expert in Instructional Conversations will deliver PL to all faculty on October 27, 2016.</p>	<p>Lesson Plans, Classroom Observation Notes, PLC notes</p>	<p><b>Leaders Demonstrate:</b> Professional learning to support teachers in effective instructional practices for cultivating student speaking and listening skills.</p> <p><b>Teachers Demonstrate:</b> Lesson plans include daily implementation of instructional conversations. PLCs will include discussion of practices that support dialogue in the classroom.</p> <p><b>Students Demonstrate:</b> Daily verbal communication with peers and teacher to construct content understandings.</p>	<p>Leadership will monitor lesson plans and content PLC meeting notes. TKES walkthroughs and observations.</p>	<p>\$0</p>	<p><b>BCSS Indicators*:</b> CIA, ITI <b>AdvancED:</b> 3.1, 3.2, 3.3, 3.6, 5.1 <b>GA Standards:</b> I2, I3, I4, I7</p>
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### GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
100% of teachers will participate in online discussions based on educational theory books of their choice to reflect on their practice and collaborate with others.	Create Google Classroom discussion questions. Teachers choose and read books. Teacher groups will present information about their books at spring faculty meetings.	Instructional Coach	Google Classroom set up before pre-planning. Discussion questions set up for monthly responses.	Book Study Discussion Boards (Google Classroom)	<p><b>Leaders Demonstrate:</b> Facilitation of book study, including responses to teacher discussion board posts.</p> <p><b>Teachers Demonstrate:</b> Thoughtful application of educational theory and research to instructional practices through online discussion boards and face-to-face meetings.</p> <p><b>Students Demonstrate:</b> Participation in activities related to book studies: instructional conversations, Web 2.0 skills, etc.</p>	IC and Admin will monitor and participate in group discussions.	\$0	<p><b>BCSS Indicators:</b> CIA, LSAS</p> <p><b>AdvancED:</b> 3.4, 3.5, 4.4, 5.4, 5.5,</p> <p><b>GA Standards:</b> PL1, PL2, PL5, P.6</p>
100% of content area teachers will include at least one performance task per unit.	<p>Teachers will collaborate to create and implement performance tasks for each unit. Performance tasks will allow all students to demonstrate mastery of skills.</p> <p>Student performance tasks will be analyzed in weekly content PLCs to discuss impact of instruction, remediation, and enrichment. RMS Performance Assessment Protocol used to document evidence of analyzing performance tasks and how instruction can be improved or enhanced.</p> <p>Professional development and resources will be provided to support teachers in this process.</p>	Instructional Coach	<p>Performance tasks will occur once per unit throughout 16-17 school year.</p> <p>IC will model performance assessment protocol in content meetings starting week 2. PLC members will rotate turns for providing work sample each week.</p>	<p>Teacher lesson plans and student products.</p> <p>PLC notes that show evidence of student performance task products and descriptions of teacher analysis of products.</p>	<p><b>Leaders Demonstrate:</b> Support teachers in creation and implementation of performance tasks.</p> <p><b>Teachers Demonstrate:</b> Collaboration in content PLC meetings to develop tasks and analyze data to impact future practice.</p> <p><b>Students Demonstrate:</b> Participate in performance task, showing mastery of skills.</p>	<p>Monitoring lesson plans &amp; content PLC's.</p> <p>Mid-year TKES conference will include discussion of this process with each teacher.</p>	\$0	<p><b>BCSS Indicators*:</b> CIA, ITI, LSAS</p> <p><b>AdvancED:</b> 3.1, 3.3, 3.4, 4.2, 4.4,</p> <p><b>GA Standards:</b> A1, I1, I2, I3, I4, I5, I6, I7, I8, I9</p>





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### GOAL AREA II: FAMILY AND STAKEHOLDER ENGAGEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>On CNA survey, 90% or greater of parents indicate that the school provides ways for actively involving them in academic progress and to help their child learn at home.</p>	<p>Increase attendance and broaden scope of parents nights by adding breakout sessions that include content-specific strategies for supporting students' learning at home and addressing students' social-emotional needs.</p> <p>Teachers collaborate in vertical content meetings to create breakout session presentations that provide tips for parent support of foundational skills at home.</p> <p>Contact outside groups and facilitate presentations related to students' social-emotional needs.</p>	<p>Counselor and Vertical Team Leaders for each Content Area</p>	<p>Meet the Teacher Night August 11</p> <p>September 20 - Math Night</p> <p>October 25 - Literacy Night</p> <p>November 10 - Science/ STEAM Night</p> <p>January 19 - Multicultural Night</p>	<p>Sign-in sheets, family comm. for events, handouts.</p> <p>Foundational skills presentation s/handouts for each grade level and content area.</p>	<p><b>Leaders Demonstrate:</b> Support staff by organizing event and facilitating presentations.</p> <p><b>Teachers Demonstrate:</b> Collaboratively create and present material in breakout sessions. Facilitate student presentations of work.</p> <p><b>Students Demonstrate:</b> Present work and participate in event</p>	<p>Monthly conversations (Team Leaders/ Content PLCs/ School Governance/ Vertical Teams)</p>	<p>\$120 - paper and serving products.</p> <p>\$183 for Title I Interpreter for parent engagement events.</p> <p>\$500 for postage for parent communication.</p>	<p><b>BCSS Indicators:</b> CC, PS</p> <p><b>Advanced:</b> 2.4, 2.5, 3.8, 4.4, 4.7,</p> <p><b>GA Standards:</b> FCE1, FCE2, FCE4, FCE5, FCE6</p>
<p>Increase average participation in PackTime clubs by 20%. This allows students to create meaningful relationships through participation in PackTime clubs, tutoring, and academic mentoring.</p> <p>The 20% increase will be measured against the average monthly attendance from September through April of last year, which was 645.75 students.</p>	<p>PackTime clubs will hold a year-end showcase to highlight their activities and accomplishments.</p> <p>Increase the number of PackTime clubs.</p> <p>Teachers will make more parent contacts regarding tutoring, including personal invitations.</p>	<p>Instructional Coach</p>	<p>PackTime groups established and begin meetings by mid-September.</p> <p>Tutoring sessions held one afternoon a week.</p>	<p>Sign-in sheets (afternoon snacks; PackTime rosters; AMP logs); PackTime showcase event</p>	<p><b>Leaders Demonstrate:</b> Support programs by providing necessary resources when possible. Participate in AMP program.</p> <p><b>Teachers Demonstrate:</b> Participate in AMP program, work with various students during tutoring and/or PackTime.</p> <p><b>Students Demonstrate:</b> Participation in PackTime groups and AMP program</p>	<p>Tutoring/PackTime sign in sheets.</p>	<p>\$0 (if funds are needed, teachers are encouraged to seek funds through grants, etc.)</p>	<p><b>BCSS Indicators*:</b> CC, PS</p> <p><b>Advanced:</b> 3.7, 3.9, 4.7,</p> <p><b>GA Standards:</b> SC2, SC4, SC5</p>





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### GOAL AREA III: OPERATIONAL EFFECTIVENESS

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
100% of teachers will adhere to “RMS Fundamental Expectations” both within the classroom and the school as a whole, as determined by Level 3 scores on TKES summative assessment in Performance Standard 9: Professionalism ( <i>consistently exhibits a commitment to professional ethics and the school’s mission</i> ).	Document will be distributed and discussed with all faculty. Team leaders will revisit this information throughout the year with grade-level teams. TKES walkthroughs, formative observations, and mid-year conferences will all reference standard 9 and the teachers’ level of performance for this standard.	Admin	Shared during pre-planning; reviewed monthly in grade-level meetings; discussed in walkthrough and observation feedback, and in mid-year and summative conferences.	RMS FE Google Doc.  Faculty meeting sign in sheet	<p><b>Leaders Demonstrate:</b> Clear and open communication regarding school-wide expectations.</p> <p><b>Teachers Demonstrate:</b> Clear and open communication with other teachers, students, and administrators regarding adherence to school-wide expectations.</p> <p><b>Students Demonstrate:</b> Adherence to school-wide expectations.</p>	Discussed in TKES walkthrough and observation feedback, and in mid-year and summative conferences.  Revisited monthly during Team Leaders meeting  Team Leaders lead monthly review and discussion with all teachers in grade level meetings	None	<p><b>BCSS Indicators:</b> C, PS</p> <p><b>AdvancED:</b> 1.1, 1.3, 2.4, 4.2, 5.5</p> <p><b>GA Standards:</b> L2, L3, L7, L8</p>
School-wide behavior referrals will be reduced by from 430 to 387 (10% decrease).	PBIS refreshers for staff, presented at grade level or faculty meetings; add a “student concern/discussion” section into grade level notes to ensure that grade levels are communicating with one another about following the flowchart; exemplars of what administration likes to see written on a behavioral referral; consistent PBIS refreshers	PBIS Coach  Grade Level PBIS Reps	PBIS will be discussed and data will be charted during all weekly grade level meetings, monthly PBIS meetings, and monthly staff meetings for all teachers.	Referrals  Grade level/ faculty sign in sheets and agendas  Presentation materials	<p><b>Leaders Demonstrate:</b> Clear communication of behavior data. Participation in PBIS meetings. Professional development related to PBIS implementation and continual development of PBIS procedures.</p> <p><b>Teachers Demonstrate:</b> Implementation of PBIS plan procedures. Open communication with other teachers, students, and administrators regarding PBIS procedures.</p> <p><b>Students Demonstrate:</b> Understanding of and adherence to PBIS procedures.</p>	PBIS will be discussed and data will be charted during all weekly grade level meetings, monthly PBIS meetings, and monthly staff meetings for all teachers.	\$0	<p><b>BCSS Indicators:</b> C, PS</p> <p><b>AdvancED:</b> 1.1, 1.3, 5.4, 5.5</p> <p><b>GA Standards:</b> 11, L1, L2, SC1, SC2, SC4</p>

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### Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Captains	Professional Learning Timeline	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources
Thursday Learning Community meetings (led by instructional coach) will focus on performance tasks, writing across the curriculum, and instructional conversations.	Instructional Coach	TLC twice monthly	Teachers responses to CNA survey	Informal observations and content meeting collaboration	Instructional Coach Salary - \$70,971.
Student performance tasks will be analyzed in weekly content PLCs to discuss impact of instruction, remediation, and enrichment. IC will model use of Performance Assessment Protocol in content meetings.	Instructional Coach	Weekly	Content PLC meeting notes will include descriptions of data analysis including trends and impact on student learning	Content PLC meeting notes; instructional coach participation in content PLC meetings.	
Coaching Cycle implemented for all teachers	Instructional Coach	Coaching cycle will be completed with each teacher by February 2017	Coaching cycle notes, including teacher comments during post-observation conference	Coaching cycle meeting notes will be compiled by IC	
Book Study	Instructional Coach	Google Classroom set up before pre-planning. Discussion questions set up for monthly responses. Group presentations at spring faculty meetings.	Group presentations will include products and data that demonstrate impact on student learning, Teacher responses to CNA survey	IC and Admin will monitor and participate in group discussions.	
Professional Development Workshops on instructional conversations from outside individuals	Instructional Coach	One workshop during fall semester and one during spring semester	Workshop sign-in sheets, meeting notes, and continued conversations during PLCs	IC and Admin will schedule and facilitate workshops. PLC meeting notes will be monitored for continued evidence of applying PL to practice.	
Vertical Team Collaboration/Alignment	Vertical Content Leaders	3 times per year	Meeting notes and agendas; sign-in sheets	Monitoring of meeting notes, sign-in sheets, and agendas	
Digital and Technology Integration Training, enhancing the use of technology in the classroom using the SAMR model	Digital Coach	Once per month	Sign-in sheets, Google Classroom assignments, agendas	Monitoring of assignments, sign-in sheets, agendas	\$16,620 for Chromebooks; \$1399 for Chromebook Cart





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Title/RTI Update	Instructional Coach Reading Remediation Specialist RTI Coordinator	Monthly	Sign-in sheets, meeting notes, agendas, PPTs	Monitoring of meeting notes, sign-in sheets, and agendas	
Discipline Updates	Principal Asst. Principal	Monthly	Data PPTs, faculty meeting agendas, PBIS meeting agendas/notes, Grade level meeting agendas/notes	Admin/PBIS Coach monitoring of data-driven interventions in faculty, PBIS, and grade level meetings	
Ethics Overview	TBD	Pre-planning	Sign-in sheets	Monitoring of sign-in sheets, agendas, and meeting notes	
Gifted, SPED, and Mandated Reporter Updates	Digital coach/Gifted Coordinator) EL Teacher, SPED Coordinator, Counselor	Pre-planning	Sign-in sheets, agendas, and meeting notes	Monitoring of sign-in sheets, agendas, and meeting notes	
EL PL: SIOP and Instructional Conversations strategies for EL students, student updates regarding ACCESS testing, and strategies for integrating WIDA standards.		Oct. 6, 2016 EL training during planning PLC meetings.			
2 peer Observations	Principal Asst. Principal	Completed by March 18	Feedback shared with teachers and admin., discussion of feedback in PLCs	Monitoring through TKES.	
Response to Intervention Meetings - student need will be addressed as needed by RTI teams.	RTI Grade Level Coordinators, Reading Remediation Specialist	Monthly	Sign-in sheets, meeting notes, documentation of student academic and behavioral data	Monitoring of sign-in sheets, agendas, and meeting notes, as well as intervention data.	

