

[G 1] Reading/Language Arts-Georgian Hills Middle School will reduce the number of students scoring below in ELA from 59% in 2023 to less than 54% in in spring of 2025 and increase the number of students scoring approaching from 39% to 44% or higher.

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

School-wide Formative Assessment using Pear Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Evidence: -----</p> <p><https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf></p>	<p>[A 1.1.1] Model Effective Instructional Practices Description -----</p> <p>ILT members, including lead teachers, and iZone advisors, will model effective instruction to support teachers and allow for deliberate practice grounded in components of the teaching/coaching framework.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments * Weekly Informal Observation Tool and rubric * Weekly Lesson Plans <p>Effectiveness</p>	<p>Paula Askew, Travis McGlothian, Natasha Gossett, Monique Cooper</p>	<p>04/14/2025</p>		

<p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * School-wide formative assessment (Fall, winter, spring) * Daily classroom observations using walkthrough tool to determine trends * Weekly Extended Exit ticket * Quarterly Formative Assessment * Quarterly review of TEM observation data to monitor educator's delivery of standard aligned lessons to the TN standards <p>**Effectiveness (frequency and metric)**</p> <ul style="list-style-type: none"> * At least 80% of students will score 70% or above on Common Formative Assessments. * At least 80% of the teachers utilizing the district curriculum and resources for daily instruction. * At least 80% of the students will score 70% or above on weekly extended exit tickets * At least 90% of the teachers will score a 3 or higher on their TEM observations At least 80% of the students will score 80% or above on weekly extended exit tickets * The overall Pear assessment OTM in Math will increase 5% or higher each Formative Assessment (Fall, winter and spring). 	<p>-----</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 70% or better after each assessment. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Weekly lessons plan checks will show that 95% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. <p>Evidence: -----</p> <p><https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf></p>				
	<p>[A 1.1.2] Improve Student Achievement-Daily Instruction Description -----</p> <p>Teachers will plan and deliver engaging learning experiences utilizing technology and various online platforms that strategically build reading fluency, comprehension, critical thinking and writing skills.</p>	Paula Askew, Travis McGlothian, Natasha Gossett, Monique Cooper	04/14/2025	Title 1	

	<p>Implementation -----</p> <ul style="list-style-type: none"> * *Weekly data meetings* * *Weekly review of student work samples* * *Weekly Informal observations feedback forms. * <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. * weekly review of student work samples will show students' mastery of standards at 80% or higher. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices 				
	<p>[A 1.1.3] Conduct Informal Observations/Drop-Ins Description -----</p> <p>The ELA Admin Lead, content lead, instructional coaches, and administrators participate in weekly informal observations/drop-ins into ELA classrooms utilizing the school/district's instructional walkthrough form to ensure the delivery of lessons are being done effectively and the ELA curriculum is being implemented with integrity and fidelity. Debriefing occurs to identify strengths, weaknesses, and trends. Findings are then shared electronically with teachers and are discussed during weekly PLCs. Instructional adjustments are made as required, needed, or suggested and follow-up with visited teachers occur.</p>	<p>Paula Askew, Travis McGlothian, Natasha Gossett, Monique Cooper</p>	<p>05/19/2025</p>	<p>Title 1</p>	

	<p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Informal observations * Weekly lesson plan feedback <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices. * Weekly lessons plan checks will show that 95% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. 				
	<p>[A 1.1.4] Purchase Instructional Supplies Supplemental instructional supplies will be purchased to help increase student achievement such as **TCAP Coach Books**, Measuring Up books, pencils, paper, calculators, interactive panels and other materials as needed to enhance the academic achievement of students in grades 6-8.</p> <p>Implementation: -----</p> <ul style="list-style-type: none"> * Weekly Extended Exit Tickets, * Weekly Informal walkthroughs using the school informal walkthrough tool * Quarterly formative assessment <p>Effectiveness: -----</p> <ul style="list-style-type: none"> * 80% of the students will score 70% or above on weekly extended exit ticket * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate 	Paula Askew	04/11/2025	SSIG 1.0 Title I	

	<p>effective implementation of the instructional practices</p> <p>* 80% of the students will score 70% or above on quarterly formative assessments</p>				
	<p>[A 1.1.5] Purchase of Interactive Panels</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Educators often struggle to keep students engaged. Students are struggling to bridge the learning gap created by educational inequity, disabilities, and the pandemic. Teachers benefit from integrating **interactive panels** into daily lessons because they help to foster a very versatile and engaging learning environment. Integrating interactive panels helps to create a technocentric classroom that more closely resembles the world that awaits students when they enter adulthood.</p> <p>Teachers will use smartboards to implement interactive lessons to increase student engagement</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly Informal Classroom Walkthrough Data (Technology integration and Student Engagement)</p> <p>Intervention Master Schedule</p> <p>Effectiveness</p> <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Paula Askew, PLCC</p>	<p>04/11/2025</p>	<p>SSIG 1.0</p>	

	<p>90% of the teachers will incorporate small group and individual lessons using online resources, which will result in students Tier levels shifting per semester from Tier III to Tier II.</p>				
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look-fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Weekly PLC meeting agenda and minutes * Monthly professional development agenda and minutes <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. 	<p>[A 1.2.1] Professional Development Description: -----</p> <p>Faculty, staff and administrators will participate in local state, and/or national conferences to increase pedagogical knowledge and share best practices with colleagues. Educators will attend the UnboundEd Standards Institute/AMLE and TAMS among other conferences. Title 1 funds will be utilized to cover registration and other cost associated with attending conferences.</p> <p>Implementation: -----</p> <ul style="list-style-type: none"> * Weekly PLC meeting agenda and minutes * Monthly professional development agenda and minutes <p>Effectiveness: -----</p> <ul style="list-style-type: none"> * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. 	<p>Paula Askew, Travis McGlothian, Natasha Gossett</p>	<p>04/11/2025</p>	<p>Title 1</p>	

	<p>[A 1.2.2] PLC Meetings and Collaborative Planning</p> <p>Description -----</p> <p>Facilitate weekly PLC meetings and collaborative planning sessions to review and analyze data, inform teachers of high-quality instructional practices, assist teachers in developing lessons aligned to standards, and discuss ways to help students show growth and improve achievement. Provide training on engagement strategies.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * weekly lesson plan feedback form * Weekly Deliberate practice feedback form * weekly Learning walks/Informal classroom observations data recorded in walkthrough platform <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Weekly deliberate practice feedback will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. 	<p>Paula Askew, Travis McGlothian, Natasha Gossett, Monique Cooper</p>	<p>04/14/2025</p>	<p>Title 1</p>	
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	<p>[A 1.2.3] Instructional Coach Support</p> <p>Description -----</p> <p>The ELA Instructional coach will work with the PLC Coach and teachers to observe, provide feedback, co-plan, and provide professional development as needed to improve instructional practices in content areas.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * *weekly Collaborative Planning agenda and sign-in sheets* * *Weekly informal walkthroughs tool and rubric* * *monthly professional development agenda and sign-in* <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10% 	<p>Paula Askew, Monique Cooper, Travis McGlothian, Natasha Gossett</p>	<p>05/05/2025</p>	<p>SBB</p>	
	<p>[A 1.2.4] Provide Instructional material and Supplies</p> <p>Description -----</p> <p>Secure supplies, materials, equipment, and support for classroom instruction. Materials and supplies will be provided for teachers and students to</p>	<p>Paula Askew, PLC Coach; Travis McGlothian, Principal; Natasha Gossett, Assistant</p>	<p>04/14/2025</p>	<p>Title 1</p>	

	<p>support the overall learning environment. Items will be purchased as needed and determined based on needs assessments and data reviews.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Informal observation using school-wide walkthrough form * Weekly Lesson Plans feedback form * Weekly review of student work samples <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Weekly lessons plan checks will show that 95% of teachers are implementing engaging lesson. * Weekly review of student work samples will show students' mastery of standards at 70% or higher 	Principal; Monique Cooper, Instructional Coach			
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Tier 1</p> <p>Hyperlink:<https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf></p> <p>Benchmark Indicator Implementation</p>	<p>[A 1.3.1] Academic Enrichment/Intervention Classes Description -----</p> <p>Every student will have an academic enrichment/intervention class daily. this class will be on all students' schedule. Students who have been identified as Tier 2 and Tier 3 will be scheduled for RTI2 (Response to Intervention). All other students will be scheduled form Academic Enrichment.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly Data Team Meeting agendas and sign-in * Monthly EdPlan updates using progress monitoring data 	Wesceta Fletcher, Paula Askew, Travis Mcglathian, Angela Sanders, Natasha Gossett	05/19/2025	SBB	

<p>-----</p> <ul style="list-style-type: none"> * Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data * Weekly iReady reports <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. 	<ul style="list-style-type: none"> * Informal Walkthroughs using school observation tool <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * The number of Tier II and Tier III students requiring intervention will decrease 10% by decreasing 5% from the fall of 2024 to winter 2024 assessment period and an additional 5% from the winter 2024 to spring 2025 assessment. * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. 				
	<p>[A 1.3.2] RTI2 Lead/Interventionist</p> <p>Description</p> <p>-----</p> <p>Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed monthly. Interventions provided for students are adjusted based on student performance in the deficit area.</p> <p>Implementation</p> <p>-----</p> <p>Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who</p>	<p>Wesceta Fletcher, RTI2 Lead/Interventionist</p>	<p>05/19/2025</p>	<p>SBB</p>	

	<p>need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area.</p> <p>Effectiveness -----</p> <p>* 35% of students will score 70% or higher on iReady Fall Assessment and 50% of students will score 70% or higher on iReady Spring Assessment</p> <p>* 10% of students will move from the 10 percentile on the fall iready assessment to the 50 percentile on the spring iready assessment.</p>				
	<p>[A 1.3.3] Instructional Curriculum Coach Description -----</p> <p>The instructional curriculum Coach will offer additional support in writing to teachers in core content areas.</p> <p>Implementation -----</p> <p>The instructional curriculum coach will implement daily writing support using supplemental materials, professional development, and classroom walkthroughs. It will be implemented daily through everybody writes, exit tickets and quarterly writing assignments.</p> <p>Effectiveness -----</p>	<p>Monique Cooper</p>	<p>03/28/2025</p>		

	Students will increase writing proficiency to 70% on the quarterly writing assessments and TCAP writing.				
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[G 2] Mathematics-Georgian Hills Middle School will reduce the students scoring below in Math from 65% in 2023 to 58% in spring of 2025 and increase the number of students approaching from 31% to 38% in spring of 2025.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

School-wide Formative Assessment using Pear Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Rationale ----- Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Supporting Data ----- SY2023-24 fall Mastery Connect data increased from 8.3% to 9.0% in the winter of SY2023-24.</p> <p>Benchmark Indicator</p>	<p>[A 2.1.1] Purchase Pear Assessment Online Platform Description ----- Implementation ----- * Weekly data meetings agendas and sign-in sheets * Quarterly formative assessment * Weekly extended exit tickets</p> <p>Effectiveness -----</p>	Paula Askew	04/11/2025	Title 1	

<p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly walkthroughs using schoolwide observation tool * Weekly lesson plans * Daily exit ticket data * weekly review of student work samples * Daily use of technology and online standards-aligned student tasks. <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly walkthrough data schoolwide observation tool indicates the 100% implementation of instructional shifts by 80% of the teachers by end of quarter 1; 85% of teachers by end of quarter 2; and 90% by the end of quarter 3. * The overall Pear assessment OTM in Math will increase 5% or higher each Formative Assessment (Fall, winter and spring). * Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * weekly review of student work samples will show students' mastery of standards at 80% or higher. * Daily exit tickets will reflect at least 80% of students scoring 80% or higher. <p>Evidence: -----</p> <p><https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf></p>	<ul style="list-style-type: none"> * Agenda and sign-in sheets will reflect 95% of teacher participation and attendance * *Students will score 70% on weekly extended exit ticket* * Students will score 70% on quarterly formative assessment 				
	<p>[A 2.1.2] Weekly Data Meetings</p>	<p>Travis</p>	<p>04/11/2025</p>	<p>Title 1</p>	

	<p>Description -----</p> <p>Conduct data meeting from accountability system captures to inform teachers of next steps to help students improve on daily task and formative assessments.</p> <p>Implementation -----</p> <p>* *Weekly Data meeting agenda and sign-in sheet* * * Weekly review of student work samples* * *Weekly extended exit ticket *</p> <p>Effectiveness -----</p> <p>* Weekly data meetings will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Weekly review of student work samples will show students' mastery of standards at 80% or higher. * *80% of the Students will score 70% on weekly extended exit tickets*</p>	<p>McGlothian, Paula Askew, Natasha Gossett</p>			
	<p>[A 2.1.3] Improve Student Achievement-Daily Instruction</p> <p>Description: -----</p> <p>Teachers will plan and deliver engaging iReady Math learning experiences utilizing technology and various online platforms that strategically build mathematics fluency, nonconceptual understanding and procedure.</p> <p>Implementation: -----</p> <p>* Weekly data meeting agenda and sign-in</p>	<p>Paula Askew, Travis Mcglathian, Natasha Gossett, Monique Cooper</p>	<p>04/11/2025</p>	<p>Title 1</p>	

	<p>* Weekly lesson plan checks w/feedback * Weekly Informal observation feedback forms Effectiveness: -----</p> <p>* Weekly data minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. * Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p>				
	<p>[A 2.1.4] Conduct informal Observations/Drop-ins Description: -----</p> <p>The Math Admin Lead and Content Lead and ILT members will participate in weekly/bi-weekly informal observations/drop-ins into math classrooms utilizing the district's instructional walk-through tool to ensure delivery of lessons are being done effectively and the math curriculum is being implemented with integrity and fidelity. Debrief will occur afterwards to identify strengths, weaknesses, and trends. Findings are shared electronically with teachers and are discussed during weekly PLCs. Instructional adjustments are made as required, needed or suggested and follow-up with visited teachers occur within 2 weeks.</p> <p>Implementation: -----</p> <p>* Weekly classroom observations using the school/district walkthrough form to determine</p>	<p>Travis McGlothian, Paula Askew, Natasha Gossett</p>	<p>05/12/2025</p>	<p>Title 1</p>	

	<p>trends</p> <ul style="list-style-type: none"> * Weekly teacher follow-up after each informal observation/walk-through * Weekly Data meetings agendas and sign-in sheet <p>Effectiveness: -----</p> <ul style="list-style-type: none"> * As a result of weekly observations, 90% of the teachers will score a 3 or above on their quarterly TEMS observations. * As a result of weekly teacher feedback, 90% of the teachers should implement effective lessons. * Weekly data meetings should reflect 100% teacher participation and reteaching opportunities. 				
	<p>[A 2.1.5] Purchase Instructional Supplies Supplemental instructional supplies will be purchased to help increase student achievement such as TCAP Coach Books, Measuring Up books, pencils, paper, purchase of laptops for teachers and students, calculators and other materials as needed to enhance the academic achievement of students in grades 6-8.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Informal observation using school-wide walkthrough form * Weekly Lesson Plans feedback form * Weekly review of student work samples <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Weekly lessons plan checks will show that 95% of 	<p>Paula Askew, PLC Coach, Travis McGlothian, Principal, Natasha Gossett, Assistant Principal</p>	<p>04/11/2025</p>	<p>Title I SSIG 1.0</p>	

	<p>teachers are implementing engaging lesson. * Weekly review of student work samples will show students' mastery of standards at 70% or higher</p>				
	<p>[A 2.1.6] Purchase of Interactive Panels and Teacher Laptops Description ----- *Provide a brief narrative of the proposed action step.* Educators often struggle to keep students engaged. Students are struggling to bridge the learning gap created by educational inequity, disabilities, and the pandemic. Teachers benefit from integrating** interactive panels** into daily lessons because they help to foster a very versatile and engaging learning environment. Integrating interactive panels helps to create a technocentric classroom that more closely resembles the world that awaits students when they enter adulthood. **Teacher laptops** will be used during the use of the interactive panels during whole group, Tier I, instruction. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* Weekly Informal Classroom Walkthrough Data (Technology integration and Student Engagement) Semester review of Intervention Master Schedule Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Paula Askew, Travis McGlothian, Natasha Gossett, Monique Cooper</p>	<p>04/11/2025</p>	<p>SSIG 1.0</p>	

	<p>90% of the teachers will incorporate small group and individual lessons using online resources, which will result in students Tier levels shifting per semester from Tier III to Tier II.</p>				
<p>[S 2.2] Professional Development Description: -----</p> <p>Provide ongoing, high quality professional development at the school, district, state, and national level for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look-fors, students' skill set, and students' proficient math level of state standards.</p> <p>Benchmark Indicator Implementation: -----</p> <ul style="list-style-type: none"> * Monthly Leadership development PD agendas & PLZ transcripts * Weekly PLC meeting agendas and sign-in sheet * Weekly classroom observation using the Informal Walkthrough Tool <p>Effectiveness: -----</p> <ul style="list-style-type: none"> * 85% of teachers will score a 3 or better on yearly TEM evaluations. * 100% of teachers will attend weekly PLC meetings and implement suggested strategies. * 80% of students will increase by 15% from the fall 2024 Pear Assessment Data to Spring 2025 Pear Assessment data 	<p>[A 2.2.1] Weekly PLC Meetings & Collaborative Planning Description -----</p> <p>Facilitate weekly PLC meetings and collaborative planning sessions to review and analyze data, inform teachers of high-quality instructional practices, assist teachers in developing lessons aligned to standards, and discuss ways to help students show growth and improve achievement. Provide training on engagement strategies.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * weekly lesson plan feedback form * Weekly Deliberate practice feedback form * weekly Learning walks/Informal classroom observations data recorded in walkthrough platform <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Weekly deliberate practice feedback will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. 	<p>Travis McGlothian, Paula Askew, Natasha Gossett, Monique Cooper</p>	<p>05/05/2025</p>	<p>Title 1</p>	

	<p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p>				
	<p>[A 2.2.2] Provide Instructional Materials and Supplies Description -----</p> <p>Secure supplies, materials, equipment, and support for classroom instruction. Materials and supplies will be provided for teachers and students to support the overall learning environment. Items will be purchased as needed and determined based on needs assessments and data reviews.</p> <p>Implementation -----</p> <p>* Weekly Informal observation using school-wide walkthrough form * Weekly Lesson Plans feedback form * Weekly review of student work samples</p> <p>Effectiveness -----</p> <p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Weekly lessons plan checks will show that 95% of teachers are implementing engaging lesson. * Weekly review of student work samples will show students' mastery of standards at 70% or higher</p>	Paula Askew	04/11/2025	Title 1	
	<p>[A 2.2.3] Professional Development Description: -----</p> <p>Faculty, staff and administrators will participate in</p>	Paula Askew, Travis McGlothian	04/11/2025	Title 1	

	<p>local state, and/or national conferences to increase pedagogical knowledge and share best practices with colleagues. Educators will attend the UnboundEd Standards Institute/AMLE and TAMS among other conferences. Title 1 funds will be utilized to cover registration and other cost associated with attending conferences.</p> <p>Implementation: -----</p> <ul style="list-style-type: none"> * Weekly PLC meeting agendas & sign-in * Bi-weekly faculty meeting agendas and sign-in * Weekly informal observations to observe PD implementation * PLZ Transcripts <p>Effectiveness: -----</p> <ul style="list-style-type: none"> * The overall formative assessment OTM data in math will increase from * 80% of the students will score 70% or above on weekly extended exit tickets 				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional</p>	<p>[A 2.3.1] Academic and Enrichment Classes Description -----</p> <p>Every student will have an academic enrichment/intervention class daily. this class will be on all students' schedule. Students who have been identified as Tier 2 and Tier 3 will be scheduled for RTI2 (Response to Intervention). All other students will be scheduled for Academic Enrichment.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly progress monitoring data 	<p>Wesceta Fletcher, Travis McGlothian, Dr. Graves, Paula Askew, Angela Sanders, Natasha Gossett</p>	<p>05/19/2025</p>	<p>SBB</p>	

<p>standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to move them to grade level performance.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<ul style="list-style-type: none"> * Monthly data meeting agenda and minutes * Quarterly benchmark assessment data * Weekly iReady reports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings agenda and sign-in sheets will reflect at least 90% of team present and agree to students next steps. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. 				
	<p>[A 2.3.2] RTI2 Lead/Interventionist</p> <p>Description -----</p> <p>Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed monthly. Interventions provided for students are adjusted based on student performance in the deficit area.</p> <p>Implementation -----</p> <p>Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to</p>	<p>Wesceta Fletcher, RTI2 Lead/Interventionist</p>	<p>05/19/2025</p>	<p>SBB</p>	

	<p>determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area.</p> <p>Effectiveness -----</p> <p>* 35% of students will score 70% or higher on iReady Fall Assessment and 50% of students will score 70% or higher on iReady Spring Assessment</p> <p>* 10% of students will move from the 10th percentile on the fall iready assessment to the 50 percentile on the spring iready assessment.</p>				
	<p>[A 2.3.3] Math Lab Description -----</p> <p>Every 6th grade student will have a math lab. This class will be on all students' schedule. Students who have been identified as Tier 2 and Tier 3 will be scheduled for RT12 (Response to Intervention). All other students will be scheduled for math lab.</p> <p>Implementation -----</p> <p>* Monthly Data Team Meeting agendas and sign-in * Weekly Informal Walkthroughs</p> <p>Effectiveness -----</p> <p>Students will score 70% on weekly math exit tickets</p> <p>Students scoring below and approaching on math</p>	<p>Travis McGlothian, Marlincia Smith, Terri Journey, Countess Wilson, Latricia Griffin</p>	<p>05/23/2025</p>		

	formative assessments will increase by 5% from the fall to the winter and an additional 5% from the winter to the spring of 2025.				
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[G 3] Safe and Healthy Students-Georgian Hills Middle School will decrease Suspension rate from 21% in 2022-23 to 17% in 2024-2025.
****Student Support and Services | Best for All Strategic Plan alignment: Student Readiness****

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

Performance Measure
Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Rationale ----- GHMS will Implement targeted interventions and support programs as well as initiatives **and incentives** that address chronic absenteeism and identified behavioral needs to provide appropriate student support.</p> <p>Supporting Data ----- *Decrease in chronic absenteeism every 20 days from spring of 2023 to spring of 2025.* *Decrease in suspension rate from every 20 days</p>	<p>[A 3.1.1] Progressive Discipline Description ----- Utilize the progressive disciplinary steps and specialized intervention supports (RTIB2) in an effort to decrease behavior referrals.</p> <p>Implementation ----- Monitor 20-day reports for behavior outputs Monitor PowerBI for attendance weekly Monitor PowerSchool daily</p> <p>Effectiveness ----- Reducing student discipline incidents by a</p>	<p>Natasha Gossett, Unntashay Curruthers, Angela Sanders, Travis McGlothian</p>	<p>05/23/2025</p>	<p>SBB</p>	

<p>spring of 2023 to spring of 2025.*</p> <p>*Increase in Attendance every 20 days from spring of 2023 to spring of 2025.*</p> <p>Benchmark Indicator Implementation -----</p> <p>20 -day behavior reports</p> <p>20-day attendance reports</p> <p>Bi-weekly SART and SARB Meetings</p> <p>**Power BI Reports (Attendance rates, Chronic Absenteeism Rates, Suspension Rates, etc) (every 20 days)**</p> <p>Effectiveness -----</p> <p>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents by a minimum of 20%.</p> <p>Monitor 20 day reports to identify students at risk of high chronic absenteeism and create a plan of action 100% for each student to reduce absenteeism by a minimum of 10%</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance, to decrease absenteeism by 10%.</p> <p>Monitor SART and SARB meeting agendas and sign in to ensure all stakeholders are participants 100% of the time.</p>	<p>minimum of 20%.</p> <p>Reduce absenteeism by a minimum of 10%</p>				
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<p>**Reduction in student discipline incidents by at least 20%**</p> <p>**Decrease in chronic absenteeism rates by at least 10%**</p> <p>**Increase in attendance rates by at least 10%**</p>					
	<p>[A 3.1.2] In-School Suspension</p> <p>Description -----</p> <p>Provide in-school suspension with instruction in core subjects for students who need to be removed from the regular classroom but whose behavior does not warrant out-of-school suspension.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * 20-day behavior data * 20-day suspension report <p>Effectiveness -----</p> <p>Monitor 20-day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents by a minimum of 20%</p> <p>Monitor 20-day reports to assess the impact of suspensions on daily attendance to decrease CA by 10%.</p>	<p>Natasha Gossett, Angela Sanders, Unntashay Curruthers, Travis McGlothian</p>	<p>05/23/2025</p>	<p>SBB</p>	
	<p>[A 3.1.3] Cougar Cash Incentive Program</p> <p>Description -----</p> <p>The program will provide students with</p>	<p>Paula Askew, Travis McGlothian, Angela Sanders,</p>	<p>05/09/2025</p>	<p>Title 1</p>	

	<p>opportunities to be rewarded for meeting and exceeding attendance and behavioral expectations.</p> <p>**Purchase incentives for students with decreased behavioral incidents and an increased attendance rate.**</p> <p>**School will provide incentives for students who show a decrease in behavior incidents.**</p> <p>Implementation -----</p> <p>20-Day behavior report</p> <p>20-day attendance report</p> <p>Bi-Weekly SART and SARB meeting sign-in and agenda</p> <p>Quarterly award ceremony</p> <p>Effectiveness -----</p> <p>Monitor 20-day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents by a minimum of 20%.</p> <p>Monitor 20-day reports to identify students at risk of high chronic absenteeism and create a plan of action 100% for each student to reduce absenteeism by a minimum of 10%</p> <p>Monitor 20-day reports to assess the impact of suspensions on daily attendance.</p> <p>**Reduction in student discipline incidents by at least 10%**</p> <p>**Decrease chronic absenteeism rate by at least</p>	<p>Unntashay Curruthers</p>			
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	<p>10%**</p> <p>**Increase in attendance rates by at least 10%**</p> <p>**Expense:**</p> <p>**50 Trophies x \$6.45/trophy = \$483.75**</p> <p>**100 School backpacks x 10.00/backpack = \$1000.00**</p> <p>**50 School T-Shirts x \$10.00/t-shirt = \$500.00**</p> <p>**Total: \$1,983.75**</p>				
	<p>[A 3.1.4] Field Learning Opportunities Description -----</p> <p>Provide Field Learning Opportunities for students who meet the attendance and behavior expectations, such as transportation and admission to field trips.</p> <p>Implementation -----</p> <p>* 20-day behavior report * monthly classroom-managed infraction forms</p> <p>Effectiveness -----</p> <p>Monitor 20-day reports for behavior outputs, effectiveness of behavioral interventions, and supports aimed at reducing student discipline incidents by a minimum of 10%.</p>	<p>Paula Askew, Travis McGlothian, Angela Sanders, Unntashay Curruthers, Natasha Gossett</p>	<p>05/23/2025</p>	<p>Title 1</p>	

	Monitor monthly classroom-managed behavior via minor infractions reports by grade-level teams.				
	<p>[A 3.1.5] SEL Mini lessons During Academic Enrichment</p> <p>Description: -----</p> <p>Social emotional learning helps students develop the self-awareness, self-control, and interpersonal skills that are vital for growth. Teachers will incorporate 15 minutes mini lessons on SEL during the Academic Enrichment period.</p> <p>Implementation: -----</p> <ul style="list-style-type: none"> * Weekly walkthroughs * Bi-weekly report for Reset Room and SHAPE Program <p>Effectiveness: -----</p> <ul style="list-style-type: none"> * Weekly informal walkthrough will show 100% of teachers implementing SEL lessons. * Incremental decreases of 5% on 20-day reports for suspension rates leading to an overall suspension rate decrease from 21% in 2023 to 17% in 2025. 	Angela Sanders, Unntashay Curruthers, Travis McGlothian	05/02/2025	SBB	
<p>[S 3.2] Professional Development</p> <p>Many students struggle with barriers to attendance such as transportation, transient students, homelessness, etc. The Georgian Hills Middle School attendance secretary, school counselor, and the attendance teams will work together to develop an Attendance Plan to include parent workshops, incentives, home visits, and an effective SART and SARB processes for students showing early warning signs (5-8% absenteeism</p>	<p>[A 3.2.1] Increase Student Engagement</p> <p>Description -----</p> <p>Targeted professional developments will be implemented to define effective strategies for increasing student engagement and achievement.</p>	Angela Sanders, Paula Askew, Unntashay Curruthers	05/23/2025	Title 1	

<p>rate).</p> <p>Benchmark Indicator Implementation: -----</p> <p>* SART and SARB meeting agendas and sign-in * Quarterly parent workshop agendas and sign-in</p> <p>Effectiveness: Chronically out of school rate will decrease from in 21% in 2023 to 17% in 2025. Parent agendas and sign-in will reflect a 20% increase from quarter 1 to quarter 4.</p>	<p>Implementation -----</p> <ul style="list-style-type: none"> * 20-day behavior report * Monthly RTI2B meeting agenda and sign-in * Quarterly Formative assessment * Weekly Lesson Plan feedback <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 20-day discipline reports to monitor 10% decrease in office referrals. * Monthly RTI2B (Discipline) meetings to monitor to ensure suspension rate decrease from fall to spring by 10% * 10% increase in quarterly formative assessment data. * Weekly lesson plan will show 100% of the teachers implementing of engaging instructional strategies. 				
	<p>[A 3.2.2] Sart Meetings and Attendance Plans Description: -----</p> <p>Flagged students will have their SART meetings conducted, and attendance plans developed within 3 days of being flagged.</p> <p>Implementation: -----</p> <ul style="list-style-type: none"> * Daily attendance records 	<p>Angela Sanders, Unntashay Curruthers, Travis McGlothian, Natasha Gossett</p>	<p>05/23/2025</p>	<p>SBB SSIG</p>	

	<p>* SART meeting date within 3 days of student being flagged * SART meeting agendas and sign-in * Evidence of weekly implementation of attendance plan and action steps</p> <p>Effectiveness: -----</p> <p>* Daily attendance records will indicate an increase in attendance by 5% per month. * Sart meetings and agenda will reflect in a 5% decrease in chronic absenteeism * Weekly implementation of attendance plan and action steps will result in 5% decrease in chronic absenteeism</p>				
<p>[S 3.3] Parent, Family, and Community Engagement *Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students. *</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor</p>	<p>[A 3.3.1] Parent Workshops Description: -----</p> <p>The goal of the workshops is to help parents develop a better understanding of how chronic absences can impact a child's achievement, by identifying who is affected by poor attendance early on, by learning how attendance affects a child's ability to read at grade level, and enabling parents to explore strategies for ensuring or improving a child's attendance.</p> <p>Implementation: -----</p> <p>* Workshop agendas and sign-in sheets</p> <p>Effectiveness:</p>	<p>Paula Askew, Angela Sanders, Unntashay Curruthers</p>	<p>04/11/2025</p>	<p>Title 1 SSIG</p>	

<p>their impact on students' success by way of their contributions of resources and time.</p>	<p>----- Targeted students' chronic absenteeism rate will not increase to exceed 10%.</p>				
	<p>[A 3.3.2] SART Meetings and Attendance Plans Description: ----- Flagged students will have their SART meetings conducted, and attendance plans developed within 3 days of being flagged.</p> <p>Implementation: ----- * Daily attendance records * SART meeting date within 3 days of student being flagged * SART meeting agendas and sign-in * Written attendance plan for student * Evidence of implementation of attendance plan action steps</p> <p>Effectiveness: 100% of attendance plan action steps are implemented as outlined in individual student plans with 50% implemented within one week, 75% implemented within two week and 100% implemented within three weeks, with a 60% completion rate by quarter one, 80% completion rate by quarter two and a 90% completion rate by quarter three.</p>	<p>Unntashay Curruthers, Travis McGlothian, Angela Sanders</p>	<p>04/25/2025</p>	<p>SBB</p>	
	<p>[A 3.3.3] Title 1 Meeting Description ----- Hold annual Title I meetings (one in the evening and one in the morning) to inform parents about the</p>	<p>Paula Askew</p>	<p>09/30/2024</p>	<p>Title 1</p>	

	<p>purpose of Title I, upcoming events and activities supported through Title I funds, school academic status, parents' right to know, family engagement plan, home-school compact, and on-going parent communication.</p> <p>Implementation -----</p> <p>*The school will hold an am and pm annual Title 1 Parent Meeting to inform parents of the state of the school, purpose of title 1, and opportunities for parental involvement.*</p> <p>Effectiveness -----</p> <p>50% of the parent attend the annual meeting and become involved in the academic achievement of their student.</p>				
	<p>[A 3.3.4] Parent Teacher Conferences</p> <p>Description -----</p> <p>*GHMS* will provide opportunities for parents to discuss academics with their child's teachers. Teachers will inform parents of their student's achievements and provide ways to help the student at home.</p> <p>Implementation -----</p> <p>*Semester parent-teacher conferences will be conducted as well as conferences requested by the teacher or parent on an as needed basis.*</p> <p>Effectiveness -----</p>	<p>Travis McGlothian, Angela Sanders, Juronica Totten</p>	<p>02/28/2025</p>	<p>Title 1</p>	

	40% of the parents will attend the semester parent-teacher conference and become involved in their child's academic achievement.				
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