



Bibb County – Ballard Hudson Middle School

Goal		Principal Reported & Solution Tree Documented
30 Day	<ul style="list-style-type: none"> All teachers will be trained in the new process for RTI to identify student needs. 	<ul style="list-style-type: none"> Teachers can identify the data sources used to collect information on students.
	<ul style="list-style-type: none"> All teachers will follow expected norms for the collaborative planning process. 	<ul style="list-style-type: none"> Teachers come prepared to collaborative planning with ideas, data, and planning documents.
	<ul style="list-style-type: none"> All teachers will be able to identify strategies to identify students by performance on common assessments. 	<ul style="list-style-type: none"> Teachers can show the students who need additional practice, remediation, and enrichment based on the district's progress assessment.
60 Day	<ul style="list-style-type: none"> Each team will have at least 2 parent meetings with their students of Tier 2 of RTI. 	<ul style="list-style-type: none"> Parents can articulate the needs and deficiencies of their children and also know their specific interventions.
	<ul style="list-style-type: none"> 80% of teachers will have Standard 2 (Instructional Planning) of TKES scored as level 3, or proficient, on their first formative evaluation. 	<ul style="list-style-type: none"> Teachers are able to facilitate the collaborative planning process with little support from the Design Team.
	<ul style="list-style-type: none"> 100% of teachers will use the data analysis protocol with the December progress assessment to plan for their interventions. 	<ul style="list-style-type: none"> Students can identify the standards on which they need additional support, and they can explain why they are sitting in various groups in their classes.
90 Day	<ul style="list-style-type: none"> At least 65% of students will be able to articulate their overall performance and interventions during the Student Lead Conference Night. 	<ul style="list-style-type: none"> Students can articulate why they are on a specific RTI tier and explain how interventions assist them.
	<ul style="list-style-type: none"> 75% of students will perform at the proficient level on the final district progress assessments. 	<ul style="list-style-type: none"> Teachers can explain why they have growth from progress assessment to progress assessment.
	<ul style="list-style-type: none"> 85% of students will become proficient in analyzing the results of their district progress assessments. 	<ul style="list-style-type: none"> Students can explain the reason behind their progress assessment results.
Additional Comments Reported by Principal		
Goal Progress		<ul style="list-style-type: none"> Being able to facilitate and follow the PLC process
Progress in School		<ul style="list-style-type: none"> Teachers are coming to collaborative planning with pre-work completed Teachers leave knowing what work needs to be completed before the next session Honest, deep discussions about the work Shift from "our kids are not motivated" to "I have a lot of work to do" Principal knowledge of where teachers are instructionally has increased Teachers understand the "why" behind the work
Goals for Continuing the Work		<ul style="list-style-type: none"> We continue with fidelity and do not take any steps back

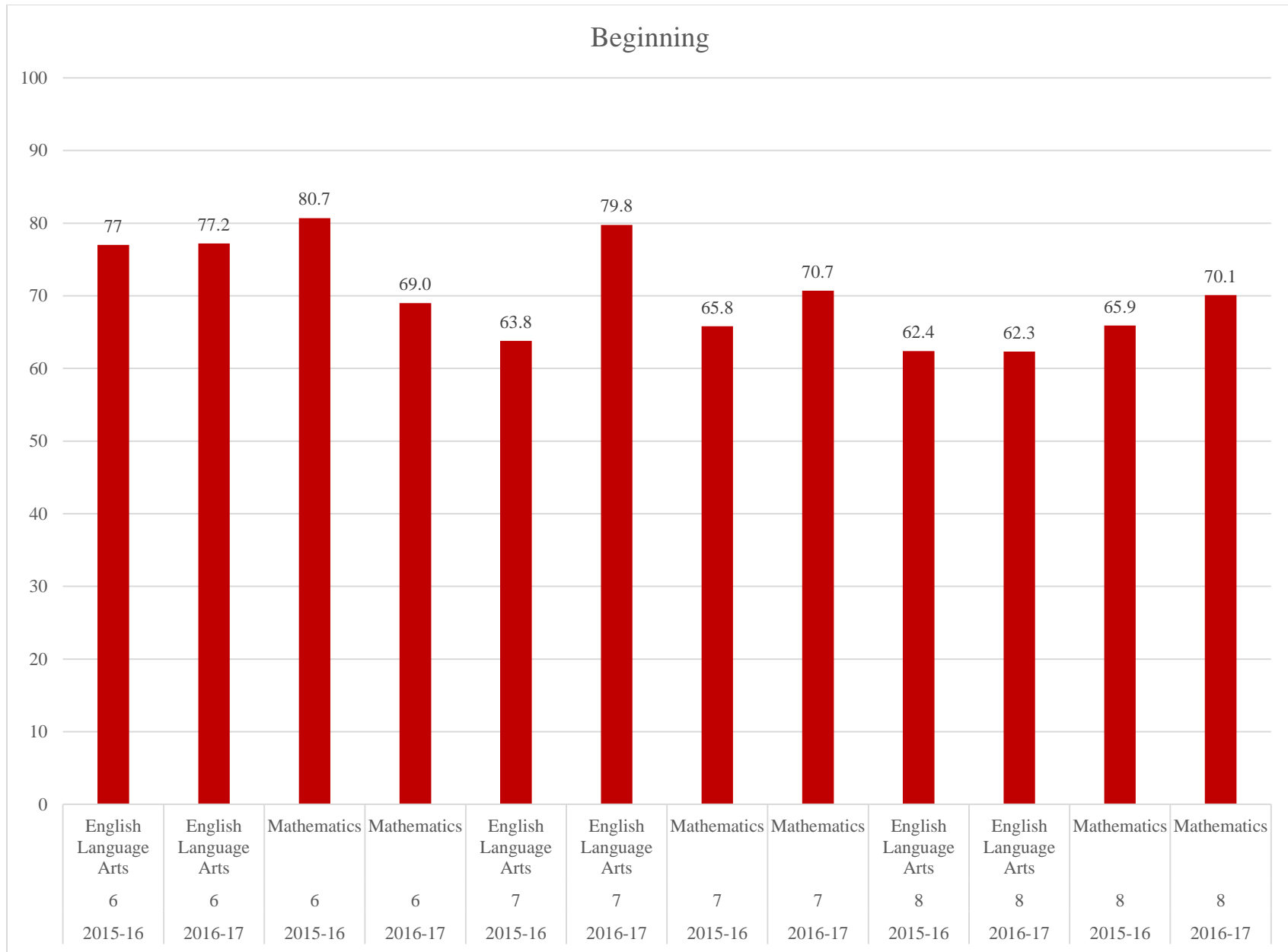


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Georgia Milestones Data			
<i>Green highlight indicates positive movement.</i>			
Beginning: does not yet demonstrate proficiency	Developing: demonstrates partial proficiency	Proficient: demonstrates proficiency	Distinguished: demonstrates advanced proficiency
6 th Grade ELA	Beginning – increase Developing – no change	Proficient – decrease Distinguished – no change	
7 th Grade ELA	Beginning – increase Developing – decrease	Proficient – decrease Distinguished – increase	
8 th Grade ELA	Beginning – decrease Developing – decrease	Proficient – increase Distinguished – increase	
6 th Grade Math	Beginning – decrease Developing – increase	Proficient – increase Distinguished – increase	
7 th Grade Math	Beginning – increase Developing – decrease	Proficient – decrease Distinguished – no change	
8 th Grade Math	Beginning – increase Developing – decrease	Proficient – increase Distinguished – no change	

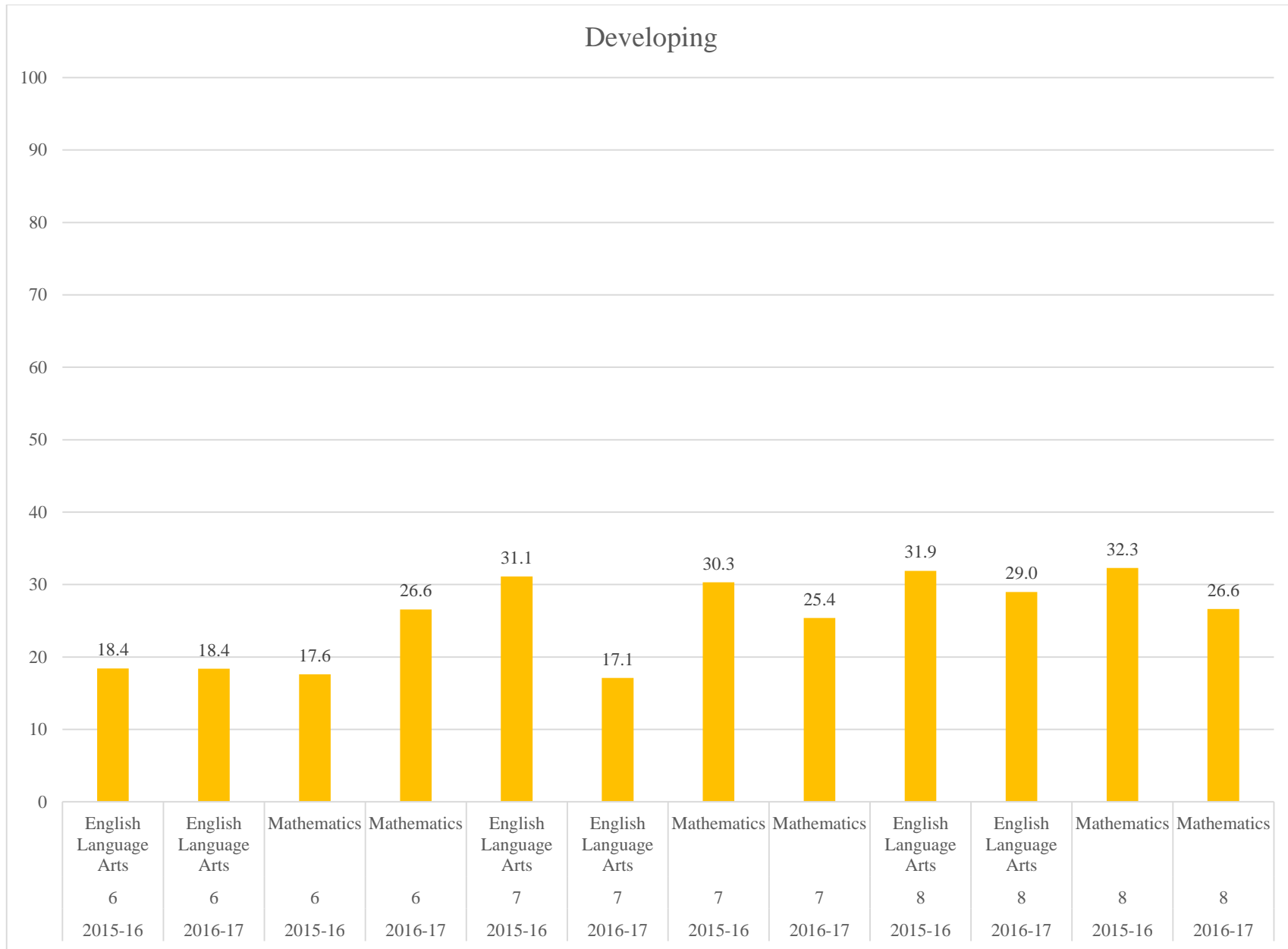


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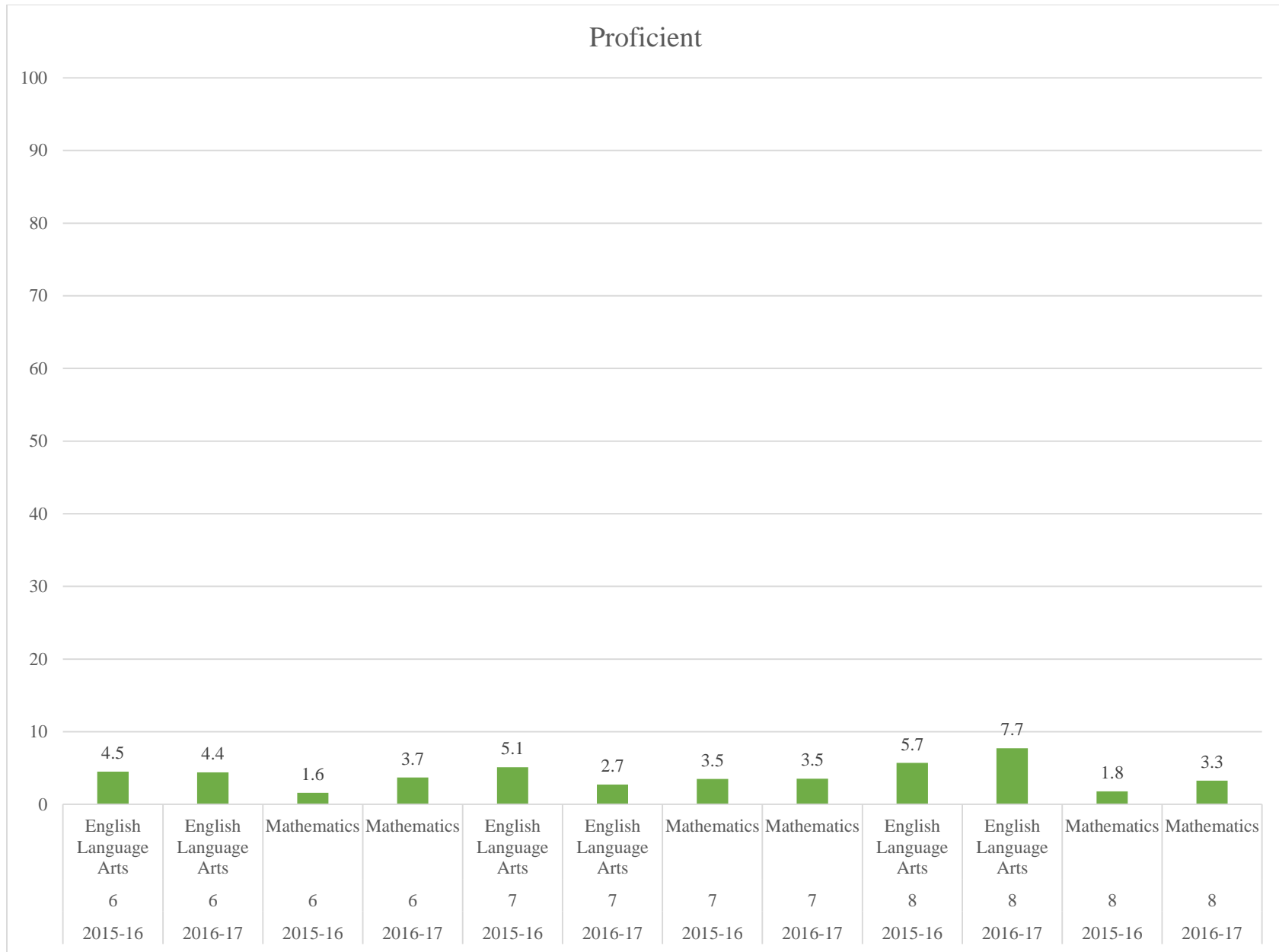


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