

**PART 7: LOCALLY REQUIRED PLANS**

- 1. Technology Use Plan**
- 2. Attendance and Truancy Intervention Plan**
- 3. Safety/Security Plan**
- 4. Character Education Plan and Teachers As Advisors Plan (MS – HS)**
- 5. Homework Plan**
- 6. Career, Technology, and Agricultural Education Plan**
- 7. Response To Intervention (RTI) Plan**
- 8. SACS CASI Assurance**
- 9. Title I Plan for School Wide Programs (ES – MS)**
- 10. Title I Plan for Targeted Assistance Programs (ES)**
- 11. Waivers**

**TECHNOLOGY USE PLAN**

At E. T. Booth Middle School technology is pervasively utilized across the curriculum and throughout the school. Use of technology is embedded in instructional planning and delivery, and technology modules form the core of the CTAE Connections classes.

The table below shows the software in use at E. T. Booth:

**SOFTWARE USE**

Name of Software	Site or Individual License	Frequency of Use	Reading	Math	Science	Social Studies	Writing	CTAE (list)
<i>Media Cruiser</i> – is the front end software that all students use in Tech Ed to do their daily Module Activities. Other software is as follows:	Site	Daily						X
<i>CorelDraw X3</i>	Individual	Daily						X
<i>Master Landscape and Home Design</i>	Individual	Daily						X
<i>3d Choreographer</i>	Individual	Daily						X
<i>DubIt</i>	Individual	Daily						X
<i>DRS 2006</i>	Individual	Daily						X
<i>Advanced MP3/WMA Recorder</i>	Individual	Daily						X
<i>Adobe Audition</i>	Individual	Daily						X
<i>Auto Insight</i>	Individual	Daily						X
<i>Car Builder</i>	Individual	Daily						X
<i>ModelSmart 3D</i>	Individual	Daily						X
<i>Microsoft Flight Simulator 2003</i>	Individual	Daily						X
<i>PE-Design ver</i>	Individual	Daily						X
<i>A.D.A.M. The Inside Story</i>	Individual	Daily						X
<i>Diet Balancer</i>	Individual	Daily						X
<i>Adobe Photoshop</i>	Individual	Daily						X

<i>Super GOO</i>	Individual	Daily							X
<i>Robotics Fundamentals</i>	Individual	Daily							X
<i>Scorbase</i>	Individual	Daily							X
<i>Mastercam</i>	Individual	Daily							X
<i>CheckIt</i>	Individual	Daily							X
<i>Encyclopedia of Space</i>	Individual	Daily							X
<i>DRS Telescreen</i>	Individual	Daily							X
<i>SuccessMaker</i>	ET Booth	Daily		X					
<i>BrainPop</i>	ET Booth	Weekly		X					
<i>OAS</i>	ET Booth	Quarterly	x	x	x	x			
<i>USA TEST Prep</i>	ET Booth	Quarterly	x	X	X	X	X		
<i>EBSCO</i>	ET Booth	Weekly	X						
<i>United Streaming</i>	ET Booth	Weekly	X						
<i>Success Maker</i>	Site	Daily		x					
<i>Video Streaming</i>	Site	Monthly		x					
<i>Applied Educational Systems (AES) LifeCenter 21</i>	Site	Daily							x
<i>AES Child Care</i>	individual	Daily	For Analysis and Comprehension (A&C)	Use of problem solving and computation	First Aid	Focuses on families, work, personal and professional well being...	Requires research as well as daily interaction on computer		
<i>AES Consumer Education</i>	individual	Daily	(A&C)	Ditto While comparison shopping		ditto	ditto		
<i>AES Fashion and Design</i>	individual	Daily	(A&C)	ditto		ditto	ditto		
<i>AES Food Production and Services</i>	individual	Daily	(A&C)	ditto	Food storage concerns Sanitation and safety	ditto	ditto		
<i>AES Hospitality, Tourism and Recreation</i>	individual	Daily	(A&C)	Ditto Timelines, budgets, and itineraries		Ditto Examines geography, climate, time zones	ditto		
<i>AES Housing Interiors and Recreation</i>	individual	Daily	(A&C)	ditto		ditto	ditto		
<i>AES Human Growth and</i>	individual	Daily	(A&C)	ditto	Identify physical	Ditto Effects of	ditto		

<i>Development</i>					changes of the human body.	gender, ethnicity and culture		
<i>AES Interpersonal Relationships</i>	Individual	Daily	(A&C)	Ditto for all		ditto	Ditto for all	
<i>AES Resource Management</i>	Individual	Daily	(A&C)	Deposit and reconcile checking accounts	Recycling and its uses	Decision making skills Creating a personal schedule	ditto	
<i>AES Family Roles and Relationships</i>	Individual	Daily	(A&C)	ditto		Coping with family crises Family and society	ditto	
<i>AES Personal Appearance and Environment</i>	Individual	Daily	(A&C)	ditto			ditto	
<i>AES Goal Setting and Career Planning</i>	Individual	Daily	(A&C)	ditto		Basic Economics	ditto	
<i>AES Personal and Social Responsibility</i>	Individual	Daily	(A&C)	ditto		Leadership training	ditto	
<i>AES Nutrition and Wellness</i>	Individual	Daily	(A&C)	ditto			ditto	
<i>AES Personal Development and Self Esteem</i>	Individual	Daily	(A&C)	ditto			ditto	
<i>Microsoft Office 07 Products</i>	Site	Daily						x
<i>Decisions software</i>	Site	Quarterly						x
<i>Microtype 4</i>	Site	Daily						x
<i>Inspiration</i>	Site	Quarterly						x
<i>Ga. Career Information Center</i>	Site	Weekly						x
<i>Brainpop</i>	Site	Weekly						x
<i>Moviemaker</i>	Site	Quarterly						x
<i>Geometer's Sketchpad</i>	Site	Monthly		x				
<i>Audacity</i>	Site	Weekly						x
<i>Study Island</i>	Individual	Daily	x	x	x	x	x	

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**PREPARATION FOR TECHNOLOGY COMPETENCY**

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**(TEST IN 8<sup>TH</sup> GRADE)**

Grade Level	Skills (Competencies) Addressed/Mastered
7/8	Number in operational skills, math problem solving strategies and seventh grade Common Core Standards
7/8	Reading, Vocabulary, Problem Solving
7/8	Career Education Research Project
7/8	Number in operational skills, math problem solving strategies and eighth grade Ga. Common Core Standards
7/8	Reading, Vocabulary, Problem Solving
7/8	Career Education Research Project
7/8	Uses technology and telecommunications tools to locate, analyze, synthesize, evaluate, apply, and communicate information. Uses basic design principles to communicate effectively and enhance the message. Uses multimedia tools to express ideas. Uses a variety of technology tools to solve problems.
7/8	SMART Recorder lessons in Excel Podcasting career research, author spotlights, informational writing
7/8	Also 30 students use the READ 180 program in which technology is an integral part of the program.
7/8	Incorporate video streaming for language arts concepts Have the students go to various approved Cherokee County websites to occasionally play review games (Fun Brain, Scholastic) Have homework assignments on <a href="http://www.schoolnotes.com">www.schoolnotes.com</a> .
7/8	Jeopardy Reviews created in PowerPoint to review material before a Unit test. Create PowerPoint presentations during the year using the scanner, LCD, and/or the Digital Camera for research projects & presentations. <a href="http://www.quia.com">www.quia.com</a> to create quizzes and reviews for vocabulary. The students use several websites for research and enriching their knowledge for Social Studies. United Streaming Videos pertaining to content knowledge acquisition for Social Studies along with quizzes.
7/8	(Internet) Researching “healthy alternatives” recipes for snacks with a taste test at the end (Microsoft Word) Designing/ Laying Out an instruction sheet for their drug-themed games (Microsoft Word) Designing/ Laying Out a bulleted fact sheet their drug theme (Internet) Teacher display/ interactive use of

	<a href="http://www.mypyramid.com">www.mypyramid.com</a> using a projector (Internet) Student interactive use of “Blast Off” game on <a href="http://www.mypyramid.com">www.mypyramid.com</a>
7/8	Mobile lab for writing Internet research for research papers Projects including research, power point presentations Investment in flash drives by the language arts dept for students to use Writing brochures on publisher
7/8	Create power points, presentations, use the internet, Brain Pop, Quizzes as a class, writing assignments, video presentations, pictures
7/8	Teach students strategies for evaluating websites for reliability. Students present a biography or autobiography PowerPoint.

## **ATTENDANCE AND TRUANCY INTERVENTION PLAN**

### **Section I: Provide a brief description of the school-to-home correspondence utilized to relate important student attendance information (i.e., School Board Policy, School-site Programs, Improvements or Declines in School Attendance Rates, Improvements or Increases in Student Drop-Out Rates, the State’s Compulsory Attendance Law).**

A 2010-2011 Booth Attendance Policy was established and a letter was sent home the first week of school to be signed by students and parents. The Booth Attendance Policy is also posted on the Booth website and within an e-letter for parents to view. State and County Attendance Policies (p.19-County Handbook) were discussed in homeroom along with the Booth attendance policy that reviewed excused and unexcused absences, truancy, tardies/checkouts, and make-up requirements for missed work due to attendance. A counselor meets with students and teachers of each team to discuss and review the attendance policy and consequences. The grade level counselor and administrator will be alerted of two or more absences by the Aspen attendance program. Students will meet with the grade level counselor when they have been tardy twice and parents are notified by phone call or written notification on the fifth unexcused tardy/check out that student has After School Detention from 3 pm to 4:30 pm. If a student reaches 7 unexcused tardies/check outs, the administrator will assign 2 days of After School Detention. When a student has 2 unexcused absences, the homeroom teacher will contact the parent by phone. A student with three unexcused absences will be assigned After School Detention and the parent will be contacted by the administrator. A student with five unexcused absences will be assigned two days After School Detention. If a student accrues 7 excused or unexcused absences, a doctor’s note will be required for any future absences and the counselor will make

a referral to the school social worker. County generated letters are mailed weekly to parents of students that missed 2, 5, 7 or more days out of school.

**Section II: Provide a brief description of school-based protocol utilized to insure accurate student attendance data.**

Attendance is taken daily by the homeroom teacher and posted by 8:00. School attendance is recorded by the attendance secretary and posted school wide. An absentee report is given to the office secretary and she calls the parents of students absent on the list and reminds them to send a parent or doctor's note when the child returns to school. Teachers notify the grade level counselor when students have missed two or more days. The counselor meets with students to review attendance policy and notify student and parent of state, county and school attendance laws. Academic Recovery or Saturday School may be assigned to make up work missed.

**Section III: Provide a brief description of how student attendance patterns are tracked and underlying causes of truancy identified for purposes of implementing appropriate solutions.**

Attendance of students who missed 15 or more days last year or have current attendance problems is checked daily and monitored by the counselor. Students and parents are contacted by the counselor, and social services referrals are made when student has missed seven or more days. Attendance panels are held to establish attendance agreement and contract.

**Section IV: Provide a brief description of school-based incentive program/activities for students with good/ improved attendance rates. This should include formalized incentive programs organized by the school or through the school's parent organizations/community-based partnerships.**

School based incentives are provided for good and perfect attendance. Incentives at Booth include Perfect Attendance Luncheon held after the 100<sup>th</sup> day of school. Every nine weeks a homeroom attendance contest is held, and the homeroom with the best attendance receives a prize (pizza or ice cream party). Students with good

attendance are rewarded every nine weeks with special events such as ice cream social, pizza party, drawing for gift cards or tickets. At different times of the year a FALCONS attendance contest is held. The homeroom that spells out Falcons by getting a letter each day they have perfect attendance wins a prize from one of the Booth Partners in Education. End of the Year Attendance Awards and other school/team incentives are also used to encourage and reward good attendance.

**Section V: Provide a brief description of school-based interventions or consequences for students in violation of the State's compulsory attendance law, dropping out of school prior to graduation or exceeding the 15-day absence limit used for NCLB-related accountability.**

Students who miss more than 15 days have a county Attendance Letter sent to the parent and copied to the county social worker for action to be taken for violation of Georgia Compulsory School Attendance Law. Student and Parent Attendance Agreement/ Contract are established and implemented to promote improved attendance.

**SAFETY/SECURITY PLAN**

1. Crisis Management Plan (Do not submit Crisis Management Plan with SIP.)

<b>Action</b>	<b>Date</b>
Reviewed/Updated	July 19, 2011
Submitted to Chief of Police	July 19, 2011
Distribution to all staff will occur on	July 29, 2011

2. Daily Operating Procedures

Opening and Closing

The school building is opened each day by the head custodian that arrives at 5:45 A.M. and disarms the building and allows teachers to enter.

If the building is to be opened on the weekend by a staff member, the school police officer and an administrator must be notified ahead of time. The teacher is issued a code to disarm and activate the security system.

The building is closed and the alarm activated each evening by the head night custodian at 8:00 P.M. On any day in which the custodians are not present, it is the responsibility of the person opening the building to secure all doors and set the alarm before leaving the school.



## Incident Reporting

The Student/Parent Handbook and Discipline Code delineate the infractions that are directly reported to the Cherokee County School District's Police Department. It is the duty of the school police officer on assignment to call to complete the county mandated *First Report of Incident* and to file the document with the CCSD Police Chief's office. In the case that any other police or government agency is utilized to answer a call in the school, the completion/filing of this form becomes the duty of the administration at E. T. Booth Middle School.

## **SAFETY/SECURITY PLAN**

### **Staff Responsibility/Supervision**

#### Bus Loading/Unloading

Teachers, counselors, and administrators are assigned duties to supervise the unloading of students in the morning. There are four outside stations for the supervision and monitoring at the bus unloading zone, as well as nine inside stations, including the cafeteria, gymnasium, and hallways. Staff members assigned to these locations are required to be at these stations from 7:15 a.m., the time school building officially opens, and/or until all students are dismissed to homerooms at 7:40 a.m. (responsibilities and rosters in the E. T. Booth Faculty Handbook).

Teachers, counselors, and administrators are also assigned duties to supervise the loading of students on to the buses when the afternoon dismissal bell is sounded. The stations for supervision and monitoring are located in the classrooms for car riders as well as the front sidewalk and side building exits.

#### Halls

Each team of teachers is assigned an area of the building to monitor in the hallways during class changes. Teachers are responsible to ensure and promote safety during the time between classes. Each team creates a rotation for hall monitoring coverage (responsibilities in the E. T. Booth Faculty Handbook).

#### Lunchroom

Counselors are assigned to supervise the cafeteria during lunch periods. Team teachers oversee their assigned students and respond to issues with their students. Administrators and the school police officer randomly make

rounds during lunch periods to oversee cafeteria orderliness. Breakfast is monitored by Connections, special education teachers, and/or guidance counselors as part of the morning bus duty plan (responsibilities in the E. T. Booth Faculty Handbook).

#### Restrooms

Team teachers supervise the restrooms during team restroom breaks during the school day. Custodians, administrators, and guidance counselors monitor the restrooms as often as possible. Additionally, one physical education teacher is responsible for remaining in each locker room/restroom while students enter and exit Physical Education class.

#### Outside Areas

Any time outside areas are utilized by a class, the supervision of the students is the primary responsibility of the staff member in charge. These areas might include the front parking area, the back field, the habitat area, the volleyball court and basketball area, the bus turn-around, and other outside areas.

#### Athletic Events (if applicable)

Two E. T. Booth administrators and the police officer are assigned to all home basketball games. E.T. Booth teachers and staff also serve as monitors and supervisors at all home activities. Additionally, one administrator is assigned to all away basketball games. All coaches and sponsors are also utilized to help monitor and supervise their students at all games.

## **SAFETY/SECURITY PLAN**

### **Inventories**

#### 1. Equipment

The media specialist inventories all media equipment. The teachers, department chairpersons, and administrators inventory all other equipment, furniture, textbooks, and teaching materials. The technology specialist and administrator assigned to technology inventory and document computers, printers, digital cameras, Promethean boards, projectors, and scanners.

#### 2. Keys

One administrator is assigned for monitoring and maintaining the key box. This includes ordering certain keys, making certain keys, assigning keys, collecting keys, and identifying and re-keying locks in the building. No other staff members are allowed to complete any of these tasks.

#### 3. Safety Related

Radios: The following personnel are assigned radios for school purposes: all administrators, the school police officer, all physical education teachers, the principal's secretary, the custodians, the in-school suspension teacher, the receptionist, the counselors, and afternoon bus duty position number one.

Admin Vests: Each administrator is assigned an orange vest for emergencies. If a staff member, other than the school police officer, is assigned to direct traffic, they are given an administrative vest for safety purposes.

Red Box: The school's emergency box is located in the fax/copier room within the office complex. It is inventoried and maintained by the school nurse, the building principal, and/or the school police officer on assignment.

Hand-held Metal Detectors: The hand-held metal detector is located in the school police officer's office. The school police officer is responsible for the maintenance of this detector.

Closed Circuit TV Systems (if applicable): There are 12 cameras to monitor the hallways and two cameras monitoring the cafeteria. The close circuit TV is located in the school police officer's office and in the main office. The administrators have computer access to the cameras.

Automated Electronic Defibrillator or AED (if applicable) The AED is located outside the nurse's station and inside the male PE coach's office with the procedures posted beside the AED.

### **Initiatives or Other Safety/Security Programs (Not Stated as an Objective)**

In 1993, E. T. Booth implemented a program to address the problem of sexual harassment. This program, which consists of education, counseling, and a formal referral process, was developed to ensure full compliance with Title IX. It has served as a model for other programs, and was invited on two separate occasions to present at state-wide conferences. In addition, the sexual harassment program supplied a framework for the establishment of an anti-bullying program. The anti-bullying program was implemented in 1998, prior to the introduction of legislation which made programs mandatory in all Georgia public schools.

During the spring of 2004, a decision was made to update the locally developed anti-bullying program to incorporate a research-based model. The Olweus program, with a proven track record of success, was selected. With support provided by the offices of the Cherokee County School District Curriculum Supervisor and the Student Assistance Professionals Association, six Booth personnel (including administration, counseling, and teaching faculty) received three days training during the summer of 2004 with two follow up meetings during the year attended by teachers representing E. T. Booth grade level teams. E.T. Booth's Bullying Prevention and Intervention Plan's goal is to reduce incidents of bullying in our school and provide a safe environment for our students.

#### Implementation:

- All staff members are aware that there is zero tolerance for bullying
- Faculty will be provided with posters about bullying to be displayed in the classrooms
- Booth News Crew will create anti-bullying mini-series to show during morning announcements

During 2006-2007 E. T. Booth Middle School laid the ground work for a successful Anti-Bully program to be put into place in 2007-2008. Our committee made up of a teacher representative from each academic team, as well as multiple connections teachers. 2007 was kicked off with a school wide assembly which provided students with examples of bullying behavior that would not be allowed, along with countywide consequences for breaking the rules. In 2007 parents were given information about what to do if their child was being the bully or if their child was being bullied. Booth's anti-bully committee meets once a month to discuss concerns or a new plan of action that needs to be taken. E.T. Booth's Bullying Prevention and Intervention Plan's goal is to reduce incidents of bullying in our school and provide a safe environment for our students.

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### **CHARACTER EDUCATION PLAN and/or TEACHER AS ADVISOR PLAN**

#### **System Plan**

Cherokee County Board of Education (CCBOE) policy IHE, Pupil Progression states that all school, kindergarten through grade twelve, shall provide instruction that addresses core values and provides instruction in character education as adopted by the Georgia Board of Education. The three strands, Citizenship, Respect for Others, and Respect for Self are located on GeorgiaStandards.org under QCC Curriculum (helpful links).

A district-wide calendar "words of the week" are provided to schools and listed in the Student Handbook.

Each school is responsible for the development of an individual school plan utilizing the Words of the Week and the standards.

With the approval of SB387, it is now a requirement to provide career counseling and advisement for students in grades 6-12. Teacher As Advisor for Grades 6 – 12, a period requiring 15 – 20 (30??) minutes per week to address four areas or domains: Character Education, Personal/Social, Academic (Educational and Occupation Exploration) and Career (Education and Career Planning) will be implemented beginning in the 2010-11 school year. Lessons have been provided for each grade, 6-12. Plans for implementation are developed at each school and are provided in this section.

## Teachers As Advisors

School	ET Booth Middle
School Committee Leader	Donna Ratliff
School Committee Members	Cary Johnson, Krystal Siez, Martha Kenyon
<b>Faculty/Staff Training</b>	
<p>Please describe your specific plan(s) for introducing the TAA program in your school. ET Booth is fortunate to already have a program that is similar to Teachers as Advisors. We will follow the current process for redelivery of the program. It will be introduced during post planning, which will allow the teachers to become familiar with the lessons and procedures. I will also have an introductory session during preplanning for next year to help get Teachers as Advisors off to a good start. In addition to the TAA program, ET Booth has also implemented Rachel's Challenge. A program designed to teach students how to treat others with respect and kindness.</p>	
<b>Advisement Schedule</b>	
<p>1. Please describe the method with which the students will be assigned to each certified staff. This is still in discussion. Currently the students are divided in groups by grade and alphabetical order. They are assigned to teachers by alphabetical order. We are debating the idea of teachers staying with the same group for two years versus changing each year.</p>	
<p>2. We will be meeting on Wednesdays from 8:00 to 8:30.</p>	
<b>Concerns/Needs</b>	
<p>We are having some discussion on how to fit our bullying program in with Teachers as Advisors.</p>	

### **HOMEWORK PLAN**

#### **System Plan**

Cherokee County Board of Education (CCBOE) policy IHB, Homework, establishes system-wide parameters for the assignment of homework. The district homework policy also directs that homework standards and procedures shall be established by each school's administration and faculty, with input from parents and the community in accordance with CCBOE policy IHB.

### **School Plan**

The Booth Middle School plan for homework supports current board of education policy and its declaration of the major purposes of homework. Accordingly, the school adopts those major purposes as the standards by which it will assess all homework. From the major purposes, it should be stated that all homework should accomplish the following:

- Reinforce principles, skills, concepts, and information taught in the classroom.
- Be meaningful, appropriate to the ability and maturity level of the students, well explained, and clearly understood by students.
- Provide for open-ended assignments that encourage creativity and higher order thinking skills.
- Teach students self-discipline and self-motivation regarding their responsibilities and efforts to complete assignments.
- Promote independent, in-depth study of chosen topics.
- Provide opportunities for broad enrichment activities.
- Promote the use of time management and organizational skills.
- Provide a logical transition for students with expectations of high school.

Booth Middle School also supports the two descriptors of homework provided in the BOE policy. These are as follows:

- Homework may be used for preparation, practice, extension of the classroom time/concepts, and the fostering of creativity, and should routinely reflect efforts designed to achieve mastery of the School District's Student Performance Standards. As students advance through school, it is reasonable to expect that the amount of homework they must complete will increase. The amount of homework assigned should relate directly to the curriculum content for the appropriate grade level and the individual needs of students.
- If the amount of homework assigned to students becomes unreasonable, it is the Principal's responsibility to correct the situation.

Relative to these two homework descriptors, the Booth Middle School homework plan incorporates the following provisions as it pertains to the five major homework issues:

- **Content Coverage:** All homework should be content-based and support district, school, grade-level and departmental goals established for students.

- **Time Frames:** All homework and the corresponding feedback should be given appropriate time frames, with consideration given to the scope/demand/timing of the activity.
- **Coordination of Activities:** All homework assignments should be coordinated with the other team teachers, so as to accurately reinforce the appropriate workload/academic demand for students.
- **Grading:** All homework should be assessed a value consistent with the work done within the team and department.
- **Communication:** All homework and the corresponding feedback should be communicated clearly to students and parents through school-based communication tools.

CAREER, TECHNOLOGY, AND AGRICULTURAL EDUCATION (CTAE) PLAN  
E. T. Booth Middle currently has four CTAE Connections Classes:  
Career Development, Computer Literacy, Family and Consumer Science,  
and Technology Education.

### **Career Development**

The goal of this course is to promote essential skills and knowledge students need to apply self-assessments and decision-making skills while examining career concentrations and pathways. This course will expose students to positive work ethics, the importance of educational achievement, and the impact of societal issues on career choices. These essential components are necessary for educational and career planning success.

In this course, middle school students will gain an understanding of career program concentrations and career pathways offerings in Georgia. Students will develop insight in how educational performance enhances career opportunities. Also, students will be exposed to work ethics and societal issues as they relate to educational and career goals.

### **Computer Literacy**

In this course, middle school students build a knowledge base of computer applications, information systems, internet safety, 21st century skills, and business and computer science careers of the 21st century. Students will develop and apply keyboarding skills utilizing current technology. Students will understand and apply basic skills in word processing, spreadsheet, database, desktop publishing, and multimedia presentation software. Students will utilize tools available to explore career planning and personal development.



## **Family and Consumer Science**

This course offers all students the opportunity to use a computer based lab to explore Family and Consumer Sciences. Students will have an opportunity to experience hands-on activities as well as use a variety of computer applications. All course content supports National and Georgia State Standards for Family and Consumer Sciences. This class is divided into content areas which introduce the FACS career pathways of Nutrition and Food Science, Consumer Services, Interior and Fashion Design, and Family, Community, and Global Leadership, Culinary Arts. Education career pathways are Early Childhood Education and Teaching as a Profession.

Students will acquire fundamental knowledge and skills necessary for success in any of the career pathways. Exposure to career possibilities in each area will allow students to successfully integrate their own interests into a career and technical student organization, FCCLA, will provide students the opportunity to explore possible career pathways.

This course will promote self-awareness, leadership, development of skills needed to achieve personal goals relating to family, home, career, and community.

## **Technology Education**

The Explorations in Technology Education class is designed to allow students to experience as many different occupational areas as possible. Many different technical fields are introduced in student-focused modules. The following is a list of the modules that may be studied during this nine-week class:

<i>Aerospace</i>	<i>Structural Engineering - Towers</i>
<i>Aviation</i>	<i>Graphic Communications</i>
<i>Biotechnology (8<sup>th</sup> Grade only)</i>	<i>HealthCare (8<sup>th</sup> Grade only)</i>
<i>CAM/CO2</i>	<i>Landscape and Design</i>
<i>Computer Animation</i>	<i>Meteorology and Weather</i>
<i>Digital Audio</i>	<i>Research and Design</i>
<i>Digital Photography</i>	<i>Robotics</i>
<i>Embroidery</i>	<i>Television and Video Production</i>
<i>Structural Engineering - Bridges</i>	<i>Television Broadcasting</i>
	<i>Digital Video Editing</i>

Each class day students will read their student guide and associated text, watch relevant videos, and work with computers as well as complete hands on tasks. These activities accomplish two purposes: introduce students to

career choices as well as increases their knowledge of technology. As students work through their activities they use problem solving skills and critical think to discover what is required of a person in the occupation associated the module. While students are working through the module activities they are introduced to the technology associated with the career that is being studied.

### **Career Day**

Annually, in conjunction with CCSD and the Cherokee County Chamber of Commerce, E. T. Booth hosts a Career Day. All 8<sup>th</sup> grade students are given the opportunity to hear from five guest speakers from a variety of career clusters. The career speakers give a twenty-minute presentation per classroom as they rotate from room to room. Students are exposed to different careers and they are given the opportunity to ask questions at each session.

## **RESPONSE TO INTERVENTION (RTI)/STUDENT SUPPORT TEAM (SST)**

### **Tier I: For All Students**

Tier I includes the instructional setting and support provided for 100% of the student population not previously identified as students with disabilities in need of a more restrictive setting.

### **Tier II: Academic Improvement Plan**

Students presenting difficulties in the school setting are discussed at a team meeting as possible candidates for an Academic Improvement Plan (AIP). Criteria for an AIP may include, but is not limited to, the following:

- Level 1 on the CRCT in Reading, Language Arts or Math
- Retention (current year)
- More than 2 failing grades in a 9 week grading period
- Eligibility for EIP or an REP class
- Below level on an ESOL screening as recommended by the ESOL teacher
- Scoring below satisfactory academic performance in regular and/or gifted education classes (gifted served students only)

An invitation is sent to the parents and an information gathering meeting is convened. Data regarding the student's past and present educational and/or behavioral performance are reviewed at this meeting. If it is decided that more information is needed, the team develops a course of action for obtaining that information.

After adequate data has been reviewed, a plan is developed by the team to address the student's strengths and weaknesses. Appropriate **Response to Intervention (RTI)** strategies (minimum of 2) are developed to meet pre-determined measurable goal(s), and timelines for follow-up are established. It is the responsibility of the staff member(s) implementing research based strategies to ensure all modifications are being implemented, and that results are documented through an AIP every 3 weeks. The administrator or designee will work with the teams to analyze the information and discuss the results with the student and teachers.

When a student makes sufficient progress and/or modifications are no longer needed, the student will be placed back into Tier I status. Records regarding the use of RTI strategies are part of the student's permanent record and should follow the student as he progresses through the educational system.

### **Tier III: Student Support Team (SST)**

If documented modifications are ineffective in the Tier 2 phase, the team reconvenes to discuss possible changes in the plan or to refer the student to the Student Support Team (SST). Criteria for placement in SST may include, but is not limited to, the following:

- Level 1 on CRCT in 2 or more areas (Reading, English/Language Arts, Social Studies)
- 4 or more data points at Tier II indicating no improvement or less than expected growth.

In this phase the team teachers will consult with the school psychologist regarding the student's past and current progress and defining areas of possible deficits in learning. Once the student has been placed in Tier III through an SST referral and approved by the SST chairperson, a formal meeting will be scheduled, and a parent will be invited to attend. This meeting will include a minimum of 3 school personnel and other professionals (SST chairperson, administrators, school psychologist, counselors, and speech teacher). A consent form for hearing and vision screening will be presented or mailed to the parent.

The committee will review Tier II documentation and the SST referral form, as well as update pertinent information (assessments, medical information, etc.). The committee will create measurable goals for the student and collect weekly data points obtained through research based interventions. Data collection will be

documented on a Point Plan on a weekly basis. Teachers will evaluate progress after 2 to 4 weeks of implementation. If student is not making adequate progress, then the team will meet to change or modify the interventions. If the student makes acceptable progress, then the interventions will continue and will be documented. If the student continues to exhibit difficulties after a minimum of 4 RTI strategies have been implemented over 12 weeks, the team may refer the student to the SST Coordinator and school psychologist to begin consideration towards the evaluation process for additional services.

#### **Tier IV: Special Education Services**

At this tier, students have been referred for a comprehensive evaluation to determine if they are eligible for special education services. A multidisciplinary team has collaboratively assessed the student in academics and behavioral skills. Students found eligible participate in special education services as needed. Most of these students participate in the general education testing program with or without testing accommodations. A small percentage will take alternate tests in lieu of the general education testing program.

## **SACS/CASI CHECKLIST**

### STANDARD 1: VISION AND PURPOSE

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

#### Quality School Indicators

- \_\_\_\_\_ **1.1** Establishes a vision for the school in collaboration with its Stakeholders
- \_\_\_\_\_ **1.2** Communicates the vision and purpose to build stakeholder understanding and support
- \_\_\_\_\_ **1.3** Identifies goals to advance the vision
- \_\_\_\_\_ **1.4** Develops and continuously maintains a profile of the school, its students, and the community
- \_\_\_\_\_ **1.5** Ensures that the school's vision and purpose guide the teaching and learning process
- \_\_\_\_\_ **1.6** Reviews its vision and purpose systematically and revises them when appropriate

#### Impact Statement

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

### STANDARD 2: GOVERNANCE AND LEADERSHIP

The school provides governance and leadership that promote student performance and school effectiveness.

#### Quality School Indicators

#### GOVERNANCE

- \_\_\_\_\_ **2.1** Establishes policies and procedures that provide for the effective operation of the school
- \_\_\_\_\_ **2.2** Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school
- \_\_\_\_\_ **2.3** Ensures compliance with applicable local, state, and federal laws, standards, and regulations

**LEADERSHIP**

- \_\_\_\_\_ **2.4** Employs a system that provides for analysis and review of student performance and school effectiveness
- \_\_\_\_\_ **2.5** Fosters a learning community
- \_\_\_\_\_ **2.6** Provides teachers and students opportunities to lead
- \_\_\_\_\_ **2.7** Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- \_\_\_\_\_ **2.8** Controls curricular and extracurricular activities that are sponsored by the school
- \_\_\_\_\_ **2.9** Responds to community expectations and stakeholder satisfaction
- \_\_\_\_\_ **2.10** Implements an evaluation system that provides for the professional growth of all personnel

**Impact Statement**

A school is successful in meeting this standard when it has leaders who are advocates for the school’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation

**STANDARD 3: TEACHING AND LEARNING**

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Quality School Indicators**

- \_\_\_\_\_ **3.1** Develops and implements curriculum based on clearly-defined expectations for student learning

- \_\_\_\_\_ **3.2** Promotes active involvement of students in the learning process, including opportunities for them to explore application of higherorder thinking skills and investigate new approaches to applying their learning
- \_\_\_\_\_ **3.3** Gathers, analyzes, and uses data and research in making curricular and instructional choices
- \_\_\_\_\_ **3.4** Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- \_\_\_\_\_ **3.5** Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
- \_\_\_\_\_ **3.6** Allocates and protects instructional time to support student learning
- \_\_\_\_\_ **3.7** Provides for articulation and alignment between and among all levels of schools
- \_\_\_\_\_ **3.8** Implements interventions to help students meet expectations for student learning
- \_\_\_\_\_ **3.9** Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
- \_\_\_\_\_ **3.10** Provides comprehensive information and media services that support the curricular and instructional programs
- \_\_\_\_\_ **3.11** Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program

**Impact Statement**

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

**STANDARD 4: DOCUMENTING AND USING RESULTS**

The school enacts a comprehensive assessment system that monitors and documents performance

and uses these results to improve student performance and school effectiveness.

#### Quality School Indicators

- \_\_\_\_\_ **4.1** Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
- \_\_\_\_\_ **4.2** Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
- \_\_\_\_\_ **4.3** Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- \_\_\_\_\_ **4.4** Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
- \_\_\_\_\_ **4.5** Communicates the results of student performance and school effectiveness to all stakeholders
- \_\_\_\_\_ **4.6** Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
- \_\_\_\_\_ **4.7** Demonstrates verifiable growth in student performance
- \_\_\_\_\_ **4.8** Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

#### Impact Statement

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

#### STANDARD 5: RESOURCES AND SUPPORT SYSTEMS

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

#### Quality School Indicators

- \_\_\_\_\_ **5.1** Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities



- \_\_\_\_\_ **5.2** Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
- \_\_\_\_\_ **5.3** Ensures that all staff participate in a continuous program of professional Development
- \_\_\_\_\_ **5.4** Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school
- \_\_\_\_\_ **5.5** Budgets sufficient resources to support its educational programs and to implement its plans for improvement
- \_\_\_\_\_ **5.6** Monitors all financial transactions through a recognized, regularly audited accounting system
- \_\_\_\_\_ **5.7** Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants
- \_\_\_\_\_ **5.8** Possesses a written security and crisis management plan with appropriate training for stakeholders
- \_\_\_\_\_ **5.9** Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
- \_\_\_\_\_ **5.10** Provides appropriate support for students with special needs

**Impact Statement**

A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

**STANDARD 6: STAKEHOLDER COMMUNICATION AND RELATIONSHIPS**

The school fosters effective communications and relationships with and among its stakeholders.

**Quality School Indicators**

- \_\_\_\_\_ **6.1** Fosters collaboration with community stakeholders to support

student learning

- \_\_\_\_\_ **6.2** Has formal channels to listen to and communicate with stakeholders
- \_\_\_\_\_ **6.3** Solicits the knowledge and skills of stakeholders to enhance the work of the school
- \_\_\_\_\_ **6.4** Communicates the expectations for student learning and goals for improvement to all stakeholders
- \_\_\_\_\_ **6.5** Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders

#### Impact Statement

A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

#### STANDARD 7: COMMITMENT TO CONTINUOUS IMPROVEMENT

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

#### Quality School Indicators

- \_\_\_\_\_ **7.1** Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)
- \_\_\_\_\_ **7.2** Engages stakeholders in the processes of continuous improvement
- \_\_\_\_\_ **7.3** Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning
- \_\_\_\_\_ **7.4** Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
- \_\_\_\_\_ **7.5** Monitors and communicates the results of improvement efforts to stakeholders

\_\_\_\_\_ **7.6** Evaluates and documents the effectiveness and impact of its continuous process of improvement

### Impact Statement

A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

### **SACS/CASI ASSURANCE SACS/CASI ASSURANCE**

Standard		Indicators (check if met)										
		1	2	3	4	5	6	7	8	9	10	11
1	Vision and Purpose	√	√	√	√	√	√					
2	Governance and Leadership	√	√	√	√	√	√	√	√	√	√	
3	Teaching and Learning	√	√	√	√	√	√	√	√	√	√	√
4	Documenting and Using Results	√	√	√	√	√	√	√	√			
5	Resources and Support Systems	√	√	√	√	√	√	√	√	√	√	
6	Stakeholder Communication and Relationships	√	√	√	√	√						
7	Commitment to Continuous Improvement	√	√	√	√	√	√					

## **STANDARDS ASSESSMENT INVENTORY (SAI)**

### **SACS Areas of Strength**

- 1. Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice.**
- 2. Fosters collaboration with community stakeholders to support student learning.**

### **SAI Areas of Strength**

- 1. Equity - Teachers show respect for all of the student sub-populations in our school.**
- 2. Equity – We are focused on creating positive relationships between teachers and students.**
- 3. Researched-Based – Our school used educational research to select programs.**
- 4. Researched-Based – When considering school improvement programs we ask whether the program has resulted in student achievement gains.**
- 5. Data Driven – Teacher use student data to plan professional development programs.**
- 6. Data Driven – Teachers use student data when discussing instruction and curriculum.**

### **SACS Areas in Need of Improvement**

- 1. Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership.**
- 2. Gathers, analyzes, and uses data and research in making curricular and instructional choices.**

### **SAI Areas in Need of Improvement**

- 1. Learning Communities – We observe each other’s classroom instruction as one way to improve our teaching.**
- 2. Learning Communities - We receive feedback from our colleagues about classroom practices.**
- 3. Evaluation – We set aside time to discuss what we learned from our professional development experiences.**

- 4. Evaluation - At our school, evaluations of professional development outcomes are used to plan for professional development.**

**Action Steps for Improvement**

- 1. Learning Communities – All teachers will visit and observe a different classroom during first and second semester. Second semester visit must be prior to GCRCT. The teacher must observe the classroom for a minimum of thirty minutes. Upon leaving the classroom the teacher will provide feedback to the host teacher.**
- 2. After participating in professional development activities, teachers will discuss what they have learned at monthly department meetings during planning.**

Principal's Signature \_\_\_\_\_

**TITLE I PLAN for School-Wide Programs**

E. T. Booth Middle School is not a Title I school.

**WAIVERS**

E. T. Booth Middle School currently has no waivers and anticipates no petitions for waivers during the current school year.