Georgia
Lighthouse Schools to Watch
School Checklist

Your school may be a high performing, high impact middle school, but is it ready to be designated as a model for others? Making an application is not an easy process, so before you begin, here are a dozen items to consider. If you have some *Not Yets,* you may want to rethink or postpone making application at this time, or make sure that you explain in your application narrative how you are addressing the *Not Yets.*

	The Lighthouse Schools to Watch Deliberative Dozen	We're There	Not Yet
1	Our school meets the minimum academic achievement eligibility requirements on CCRPI testing for this past school year.		
2	Our school is not in program improvement, is not being state monitored, and does not have any unanswered or ongoing civil rights violations.		
3	Our school's programs are replicable by schools with challenging and diverse populations.		
4	Our school has an operational, school-wide progressive discipline plan. All students receive consistently fair and equitable treatment. The suspension data reflects that no subgroup is being unreasonably suspended.		
5	Our school actively supports the physical, emotional, and social health, welfare and safety of our students with counseling, health services, adult advocacy, developmentally responsive activities, and positive incentives. Cognitive and non-cognitive programs are designed and implemented to encourage, motivate, resolve conflict, build character, resiliency, attendance, and achievement for all students.		
6	The district (superintendent and school board) provides strong support for its middle schools to meet the needs of young adolescents with financial resources, highly qualified teachers, administrators, and counselors, curriculum and instructional materials, technology and media services, and targeted professional development for its teachers at the local level (i.e.): • Team teaching for special education teachers • Team teaching for regular education teachers • Active teaching strategies based on differentiated instruction, multiple intelligences, learning styles		
7	The school has an operational and formalized structure of distributed leadership that embraces a clear and current vision and mission for the school. Groups meet independently and regularly with a clearly articulated system of norms, collaborative purpose, communication, and ability to make meaningful decisions. • Vision statement serves as the driving force for decisions in the school • School-wide leadership team with representation from key individuals • Department curriculum-instruction-assessment-data groups work regularly throughout the year to disaggregate data and adapt instruction as dictated by that data • Multiple targeted classroom walk-throughs and observations by administrators throughout the school year with specific feedback		

	• Grade level department groupings • Grade level interdisciplinary teams of teachers with a common set of students and mutual accountability for student behavioral and academic success • Special programs for at-risk students • Parent or parent-teacher association • Student council		
8	The school is an integral part of the community. It seeks support from the community (universities, colleges, businesses, non-profits) and provides support to the community in terms of student volunteer services, facilities, and joint projects.		
9	The master schedule of the school is a reflection of students' needs and the school vision statement. It is flexible and innovative in providing time and opportunity for coherent, rigorous, standards-based instruction for all students within the school day and is observed frequently by the administrative team. It provides students with curricular opportunities in core subjects, targeted intervention opportunities, Connections classes, and physical education. It provides common planning time for teacher teams in the school to work collaboratively for the benefit of their students. It creates small, close communities of learners.		
10	Students are heterogeneously placed on teams or some type of small learning community and in classrooms to the fullest possible extent. Instruction is differentiated for interventions and enrichment opportunities. Resource specialists collaborate or co-teach. Additional intervention or content specific classes are provided for students with specialized needs that cannot be met in the regular classroom (i.e. math intervention, ESOL, remedial reading). Enrichment and student leadership opportunities are accessible to all and not determined on the basis of IQ and/or test scores. All classes have high expectations and high levels of student engagement. Classrooms exhibit active learning and multiple teaching and learning strategies.		
11	Curriculum and instruction includes lesson plans that are developed and implemented by teachers to include pacing, assignments, homework, assessment, grading and reporting, and are monitored by the administrative team. • school-wide instructional strategies • active teaching strategies that include differentiated instruction • opportunities for student voice in instruction • school-wide classroom management strategies • enrichment projects and activities • Science Fair, Academic Bowl, field trips, etc. in each subject area are consistent and coherent across the school. • every classroom and every student has equal access, opportunity, and challenge in any classroom to which they are assigned		
12	By the time the LSTW application is submitted, the entire administrative and teaching staff will have participated in an extensive, ongoing discussion of the Lighthouse Schools to Watch Self-Rating Rubric© and will have a school average for each indicator. If selected, we will be prepared to honorably fulfill the obligation of sharing with others statewide and nationally what it takes to be a high performing middle school that is on its own continuous journey of improvement.		

Whether you plan to apply or not:

- Download the Lighthouse Schools to Watch Self-Rating Rubric[©] (www.galighthousestw.com) and get started on the road to continuous improvement
- Visit a Lighthouse School to Watch physically or virtually (www.galighthousestw.com)

Have questions?
Contact either Camille McElroy (cami_@bellsouth.net) or Linda Hopping (lighthouselh@yahoo.com), State Directors for the LSTW program.