School Improvement Fieldbook
A Guide to Support College and Career Ready Graduates

SCHOOL IMPROVEMENT PLAN			
School Name: Pickens County Middle School		**District Name: Pickens County Schools**	
Principal Name: Dr. Chris LeMieux		**School Year: 2013-2014**	
Title I Schoolwide Program ☒	**Title I Targeted Assistance** ☐		**Non-Title I School** ☐
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)			
Priority School (SIG) ☐	**Priority (Graduation Rate)** ☐		**Priority (Achievement)** ☐
Alert School ☐		**Focus School** ☐	
Subject Alert ☐	List Subject(s)	Graduation Gap ☐	List High and Low Sub-Groups with Percentages
Sub-Group Alert ☐	List Sub-Group(s)	Achievement Gap ☐	List High and Low Sub-Groups with Percentages
Graduation Alert ☐	List Sub-Group(s)		
Principal's Signature:		**Date:**	
Title I Director's Signature:		**Date:**	
Superintendent's Signature:		**Date:**	

School Improvement Fieldbook
A Guide to Support College and Career Ready Graduates

Process GOAL: ■ PCMS will implement 100% of GPS and CCGPS unit frameworks for all academic areas across grade levels by April 2014.						
STRATEGIC GOAL AREA I: Student Achievement Performance Objective A: Implement Adopted Curriculum						
School & TKES Keys Strands	**Actions, Strategies, Interventions**	**Timeline**	**Estimated Costs, Funding Sources, and Resources**	**Person(s) Responsible**	**Evaluation of Implementation and Impact on Student Learning**	
					Artifacts	**Evidence**
School Keys: CP-1 CP-2 CP-3 TKES: IP 2.2 IP 2.3 IP 2.5 IP 2.6	**Initiative: Organize and sequence GPS and CCGPS for core content areas around what student should know, understand, and do.** Action Steps: (1) Review the Georgia School Framework on a continuous basis. a) Hold discussions to clarify the purpose and expected use of curriculum maps. (2) Review unit design and development continually. Tasks and assessment will clearly communicate what students should know and understand. (3) Aligned lesson/units with GPS or CCGPS (as appropriate) .	Weekly during grade-level curriculum meetings during the 2013-14 school year	No cost georgiastandards.org	Administration Grade-level and curriculum chairs Teachers Academic coach	Teachers' lesson plans Collaborative weekly planning schedule Grade-level meeting minutes Curriculum minutes Team documentation	- Professional collaboration between and among core academic teachers, school administration, and special education teachers, and Connection teachers regarding CCGPS unit frameworks - Teachers can articulate how use of curriculum maps, units and frameworks can impact student engagement and achievement.

School Improvement Fieldbook
A Guide to Support College and Career Ready Graduates

Process GOAL						
PCMS will utilize formative/summative assessment data to increase student achievement in all academic areas across grade levels.						

STRATEGIC GOAL AREA I: Student Achievement						
Performance Objective B: Utilize Formative and Summative Data						

School @ TKES Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
School Keys: A-1 A-2 A-3 A-4 A-5 TKES: AS 5.1 AS 5.3 AS 5.4 AS 5.6 AS 5.7	**Initiative: Increase achievement mark in assessment to promote student academic growth.** Action Steps: 1. Use formative and summative test data to target students struggling (<70) in content areas . 2. Use Georgia LDS to specifically target areas of weakness for students who failed the CRCT. 3. Implement common academic vocabulary (language) in all subject areas. • Content areas will identify common academic vocabulary 4. Identify lower 25% of student in subject areas and set up RTI goals to ensure improvement. 5. Establish a protocol for which students identify and set personal goals	Weekly during grade-level curriculum meetings during the 2013-14 school year Beginning of each quarter	georgiastandards.org Georgia SLDS Student Agendas ($7000)	Administration Grade-level and curriculum chairs Teachers Academic coach	Teachers' lesson plans List of targeted students SLDS usage chart List of students with academic weaknesses List of content academic vocabulary Written protocol for student goal setting and charting RTI/SEMS documentation	Measured growth on individual student improvement charts

School Improvement Fieldbook
A Guide to Support College and Career Ready Graduates

Process GOAL:
▪ PCMS students will participate in effective student-centered technology at least twice a week for a minimum of 30 minutes in all academic areas during the 2013-14 school year.
▪ 100% of eighth grade student body will participate in the 21st Century Technology Program by May of the 2013-14 school year.
▪ PCMS will increase Morning and CARES Tutoring participation by 10% (baseline first semester) during the 2013-2014 school year.

STRATEGIC GOAL AREA I: Student Achievement

Performance Objective C: Implement a Diversity of Learning Strategies

School & TKES Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
School Keys: I-7 TKES: IS 3.1 IS 3.4 IS 3.5	**Initiative:** Increase the % of students and teachers using instructional technology in the classroom. Action Steps: 1) Utilize the updated technology to enhance student instruction. 2) Utilize Instructional Technology Specialist Instructor to maximize teacher effectiveness in classroom technology instruction.	Weekly during the 2013-14 school year Quarterly	Teacher Technology Lab Professional Development Funds SPLOST funds set aside for technology	Instructional Technology Specialist Principal Teachers	Teacher sign-in sheets. Teacher generated lesson plans reflecting use of technology Technology specialist action plan and dates	Participation by faculty in teacher technology training sessions Teachers can articulate how they effectively use student-centered technology 100% teacher participation goal in technology training Evidence of student work that has been generated by technology

| School Keys: I-4 PL-2 TKES: DI 4.1 DI 4.5 P 9.5 | **Initiative**: Increase the % of faculty using differentiated instruction in all learning levels. <u>Action Steps</u>: 1) Finish Judy O'Meara's *RTI With Differentiated Instruction (grades 6-8)* novel study during faculty and grade-level meetings/ 2) Collaboration among faculty re: differentiation/RTI during common planning time. 3) Teachers will demonstrate in their lessons effective strategies gained from the novel study. | Ongoing 2013-2014 Common planning time. RTI/SEMS meetings Faculty and Grade-level Meetings starting second semester | Staff development or professional learning funds | Principal Grade-level and Curriculum Chairs Academic Coach Teachers Gifted Education Lead Teacher Special Education Lead Teacher | Teacher sign-in sheets. Grade-level and Curriculum Meeting minutes Professional Learning Plan Lesson plans reflecting differentiation RTI/SEMS plans | 100 % participation in in-service training Lesson plans reflect teacher usage of information learned in training Teachers can articulate effective differentiation |

| School Keys:

I-2

I-3

SC-3

SC-4

TKES:

IS 3.2

IS 3.5

IS 3.7

DI 4.1

DI 4.2

DI 4.3 | **Initiative:** Increase the % of students receiving enrichment/remediation in instructional technology.
Action Steps:
1) The technology instructor teacher will increase the number of 8th grade students participating in 21st Century Technology instruction
2) All core academic teachers will increase number of students successfully passing in Study Island test computer classes.
3) Core academic teachers will schedule student participation on Study Island at least once a week for 30 minutes a week with an additional 20 minutes during the week for remediation if necessary. | Daily instruction in Tech Ed Classes

Weekly Study Island Instruction | Study Island annual costs

21st Century Technology annual costs | Instructional Technology Instructor

Core academic teachers | 21st Century Technology program results

Study Island monthly and annual reports | Increase in the 21st Century Technology program progress monitoring results during the school year.

Increase in the Study Island student usage and progress monitoring results during the school year.

8th grade students can articulate the positive elements of 21st Century Technology Instruction

Students can articulate the positive elements of Study Island Instruction |

SMART GOALs:

PCMS will increase the 2014 Georgia 8th grade state writing scores from 86% in 2013 to 90% in 2014.

PCMS will increase the 2014 Georgia 8th grade state writing scores "exceeds" category from 9% (2013) to 10% in 2014.

PCMS will increase the 2014 Georgia CRCT Grades 6-8 reading scores from 98% (2013) to 100% pass rate in 2014.

PCMS will increase the 2014 Georgia CRCT Grades 6-8 language arts scores from 96% (2013) to 98% in 2014.

PCMS will increase the 2014 Georgia CRCT Grades 6-8 mathematics scores from 93% (2013) to 96% in 2014.

PCMS will increase the 2014 Georgia CRCT Grades 6-8 social studies scores from 86% (2013) to 90% in 2014.

PCMS will increase the 2014 Georgia CRCT Grades 6-8 science scores from 82% (2013) to 85% or better pass rate in 2014.

STRATEGIC GOAL AREA I: Student Achievement

Performance Objective D: Improve Student Performance

School Improvement Fieldbook
A Guide to Support College and Career Ready Graduates

TKES Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
School Keys: I-3 I-4 I-5 PO-4 FCE-3 FCE-5 TKES: DI 4.4 IP 2.4 C 10.2 C 10.3	**Initiative: Improve Students with Disabilities CRCT and state writing scores across all core academic areas.** Action Steps: 1) Identify individual deficiencies of each student for each low performing academic area by RTI group analysis (i.e., LDS, OAS, Teacher Formative Assessments) 2) Utilize the C.A.R.E.S. remediation time to provide individualized instruction to improve deficient area identified. 3) Establish an effective home study program with parents to help improve deficient areas to supplement instruction. a. Core academic teacher and special education teacher will meet with parents as a team. 4) Core academic teachers will collaborate in grade-level and curriculum meetings with special education teachers and paraprofessionals on best practices and interventions in areas of special education student deficiencies.	Quarterly OAS benchmark tests Semester Aimsweb progress monitoring October 2013 Weekly during the 2013-14 school year	School System Special Education Funds (FTE) Internal School Funds Title I Funds for AimsWeb and Parent Engagement and Invovlement activities Georgia LDS Georgia Online Assessment System (OAS) SEMS	School Administration Special education lead teacher Special education teachers and parapros Curriculum Chairs Academic Coach Core Academic Teachers	CRCT test scores 8th Grade Georgia Writing test scores RTI analysis and SEMS documentation CARES Remediation logs Documentation of parent involvement meetings	% improvement in scores passing and/or exceeding on CRCT in all content areas and Georgia 8th grade state writing test Increase in teacher participation of Georgia LDS, OAS, and Professional Development in Testing/Study Skills Quarterly increase in the OAS benchmark scores Semester increase in AimsWeb progress monitoring scores for special education students

School Keys:
I-2
I-5
PO-4
PO-5
PO-6
 	
TKES:
ACE 8.5
ACE 8.6
P 10.1
P 10.2
P 10.3
IS 3.5
DI 4.5
DI 4.6
	Initiative: Increase % of student test scores in exceeds level
	Action Steps:
	1. Use formative and summative test data to target students in content areas.
	2. Use Georgia LDS to specifically target student domain areas for improvement.
	  • 840- 849 in each subject area
	3. Identify students who fall into target area.
	  • Subject area/CARES teachers will collaborate and set achievement goals
	4. Establish collaboration among teachers for best practices in successful rigor for student improvement.
	  • Team/curriculum/grade level collaboration.
	Initiative: Increase the % of students that meets/exceeds in social studies on the CRCT from 86% Meets, 54% Exceeds, 55% SWD passed, 80% ED passes in 2013 to 90% Meets, 59% Exceeds, 62.2% SWD (state target) pass, 88% ED pass in 2014.
	Action Steps:
	1. Use GA LDS to identify student deficiencies including Lexile scores.
	2. Use Galileo/Britannica and LDC articles with graphic organizers to supplement reading in content areas.
	3. Collaborate with all social studies teachers to ensure expectations are understood with action steps #1 & #3.
	Initiative: Increase the % of students that meets/exceeds in science on the CRCT from 82% Meets, 35% Exceeds, 46% SWD passed, 75% ED passed in 2013 to 90% Meets, 39% Exceeds, 65% SWD (state target)pass, and 82% ED pass in 2014
	1. Read for information through the use of outlining strategies and graphic organizers.
	2. Increase use of student-centered instructional technology such as EduSmart, BrainPop, Study Island, etc.
	3. Implement the STEM program to provide more hands-on learning opportunities.
	4. Increase content vocabulary using research-based strategies.
	  a. Teachers will research and identify effective vocabulary strategies at curriculum meetings.
			Georgia LDS
			
			CRCT data results
			
			Study Island
			
			OAS
			
			Title I funds for Study Island Social Studies and LDC
			
			Title I funds for Study Island Science, EduSmart, and STEM initiatives
				Administration
				
				Academic Coach
				
				Gifted Education Lead Teacher
				
				Social Studies and Science teachers
				
				Social Studies and Special Education teachers
				
				Science and Special Education teachers
					CRCT data Benchmarks
					
					Lexile Scores
					
					List of target students with 840 or higher
					
					Dept. meeting minutes
					
					Shared lesson plans and lesson plans adjusted to reflect assessment data.
					
					Student assessments.
					
					CRCT Scores
					Benchmark Scores
					Performance- Based assess.
					Curriculum meeting Minutes.
					Formative and Summative assessments
						% improvement in CRCT scores above state average
						
						Increase in teacher participation of Georgia LDS, LDC/MDC
						
						% improvement in CRCT social studies scores
						
						% improvement in CRCT science scores
						
						Teachers will know what to teach and when to teach it.
						
						Constant adjustment will be made within unit plans.

SMART Goals:
1. PCMS will improve overall student daily attendance from 96.29% (2013) to 97% in 2014.
2. PCMS will improve special education (SWD) subgroup attendance from 27% (2013) to less than 20% missing 10 or more days of school in 2014.
3. PCMS will improve economically disadvantaged (ED) subgroup attendance from 30% (2013) to less than 23% missing 10 or more days of school in 2014.
3. PCMS will improve overall student attendance from 22% (2013) to less than 15% missing 10 or more days of school in 2014.
4. PCMS will improve teachers' average daily attendance from 96.5% (2013) to 97% or better.
5. PCMS will increase stakeholder and parent involvement from 112 minutes per child (2013) by 123 minutes per child (10 percent increase) as measured by parent involvement logs in 2014.

STRATEGIC GOAL AREA II: Student and Stakeholder Involvement
Performance Objective A: Identify and Utilize Community Resources
Performance Objective B: Foster Positive Relationships Among All Students and Stakeholders
Performance Objective C: Provide Opportunities for Stakeholder Education
Performance Objective D: Increase Stakeholder Communication

School & TKES Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
School Keys: PO-4 SC-5 TKES: AU 6.5 AU 6.7 ACE8.1 C 10.2	**Initiative: Improve attendance school-wide for students.** Action Steps: 1. Identify students with 10 or more daily absences. 2. Use check in, check out program via RTI with weekly and/or quarterly incentives. 3. Exempt quarterly final exams and create fun activity at school for students who exempt.	Weekly during the 2013-2014 school year Weekly RTI/SEMS meetings Monthly Faculty, EBIS, and Grade-level Meetings	Local school funds for student EBIS incentives PTO Dragon Wagon vouchers for student incentives	Administration EBIS committee Teachers	Faculty meeting agendas Grade-level and EBIS Meeting minutes TKES Professional attendance goals for teachers Attendance records List of students with 10 or more absences	97 percent Student Average Daily Attendance (ADA) Less than 5 percent of students missing 15 more days of school Comparative quarterly CICO data Survey of students missing ten of more days of schools

School Keys: L-8 SC-4 TKES: 9.2	**Initiative: Improve teacher attendance.** Action Steps: 1. Recognize teachers with perfect attendance monthly, quarterly, and yearly.	Monthly during faculty meetings	Local school funds, PTO, and community partners for local restaurant certificates for teachers with monthly perfect attendance	Administration	Teacher attendance data Documentation of recognitions	97 percent teacher Average Daily Attendance (ADA) measured monthly
School Keys: FCE-1 FCE-2 FCE-3 FCE-4 FCE-5 TKES: C 10.2 C 10.2 C 10.3 C 10.4 C 10.6 C 10.7 IS 3.8	**Initiative: Increase stakeholder and parent involvement.** Action Steps: 1. Establish an active School Advisory Council. 2. Promote the use of Parent Portal, Edmodo, teacher websites, and PCMS Facebook page. 3. Expand the Learning Academy program to include more community partnerships. 4. Improve communication of SIP to parents by simplifying the main initiatives. 5. Create opportunities for teacher-parent collaboration for home study opportunities for at-risk students via our parent engagement compact.	Monthly SAC meetings Quarterly Principal Newsletters Quarterly Learning Academy activities Fall 2013	Local school funds for Parent Portal, Edmodo, and teacher websites Title I funds for Parent Engagement Efforts Youth Enrichment funds for Learning Academy	Administration School Improvement Leadership Team Teachers School Advisory Council PTO	Parent surveys CCRPI school climate surveys SAC s on minutes Number of hits on PCMS Parent Portal and websites List of Learning Academy partnerships Revised Parent Involvement Plan Documentation of Study Island home study efforts	Quantified improvement on parent surveys Increase in the number of hits from baseline 2012-2013 data to implementation year (2013-2014).

Process GOAL:
One hundred percent of eligible certified staff will participate in TKES evaluation system and training by September 2013.

STRATEGIC GOAL AREA III: Organizational Growth and Improvement
    Performance Objective A: Develop a System-wide Professional Learning Plan
    Performance Objective B: Provide Training for Support Staff
    Performance Objective C: Provide PL Opportunities for Certified /Professional Staff

School & TKES Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
School Keys: L-3 L-5 L-6 L-8 PL-1 PL-3 PL-3 TKES: P 9.5	**Initiative: Develop a Professional Learning Plan following the format developed by the system and aligned to SIP.** Action Steps: 1. Study System PL Plan format to see if it needs tweaking to fit needs of PCMS. 2. Review and revise the Professional Learning Plan semi-annually. 3. Adhere to the systems professional learning forms and process	1st Semester 2013-2014 August 2013 March of 2013	System PL Plan	Principal School Leadership team	PL Plan for PCMS Committee meeting minutes	PL plan for PCMS is implemented Evidence of effective PL is found in classroom observations and job assessments.

School Keys: L-2 PL-5 PL-6 TKES: P 9.4 P 9.5 P 9.6	**Initiative: 100% of Support Staff will attend mandated system training.**	2013-14	System PL notices Staff development monies Coordinated system PL	School administration Academic Coach SPED Lead Teacher Gifted Ed Lead Teacher	Sign – in Rosters List of Professional Learning Offerings	Increase in Support Staff knowledge and effective implementation of professional learning. Support staff can articulate how participation in trainings enhanced their job performance.
School Keys: L-2 L-5 PL-3 PL-4 PL-5 TKES: P 9.4 P 9.5 P 9.6	**Initiative: PCMS will participate in and provide PL opportunities based on district professional learning survey for Certified / Professional Staff.**	On-going 2013-14	PL Webinars PL Workshops PL Videos Staff Development monies for PD360	Administration Instructional Technology Specialist Special Education Lead Teacher Gifted Education Lead Teacher Academic Coach	Sign –in Rosters Agendas Schedule of PL opportunities	Effective implementation as measured during classroom observations and job assessments. Professional staff can articulate how participation in trainings enhanced their job performance.

School Improvement Fieldbook
A Guide to Support College and Career Ready Graduates

SMART GOAL:	

- PCMS will increase middle school meal participation from 81% (2012-2013) by ten percent to 90% during the 2013-14 school year.
- PCMS will decrease accidents at PCMS by 10% from 2012-13 to 2013-14.

STRATEGIC GOAL AREA IV: Internal Processes

Performance Objective A: Improve Technology Infrastructure

Performance Objective B: Increase Student Participation in School Meal Programs

Performance Objective C: Maintain Facilities

Performance Objective D: Ensure a Safe School Environment

Performance Objective E:Transport Students in a Safe Efficient Manner

Performance Objective F:Operate in a Fiscally Responsible Manner

Performance Objective G: Recruit and retain Hi-Q staff

School & TKES Keys Strands	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
School Keys: PO-1 TKES: PLE 7.6 PLE 7.7	**Initiative: Increase student participation in cafeteria meal programs.** Action Steps: 1) Survey students on current menu items, change in menu items, and desired menu items 2) Review lunch schedules and procedures for entering, retrieving food, seating, and exiting cafeteria to determine if these procedures need to be tweaked to be more efficient.	Fall of 2013-2014 2nd semester of 2013-2014	Student survey	Nutrition Director Cafeteria Manager	Survey Results	Use of survey results to increase student participation as measured by monthly food service reports
School Keys: I-1 PO-1 TKES: PLE 7.7	**Initiative: Improve PCMS facilities.** Action Steps: 1) Improve roof to prevent standing water and leaks in the building 2) Construct new heating/AC units for main building 3) Repair faulty facilities and equipment	Fall 2013 Summer 2014	District funds from allotted accounts.	Director of Operations	Completed projects	Increased pride in facilities Fewer incidents on school accident reports

| School Keys:

I-1
PO-1
SC -1
SC-2

TKES:
PLE 7.1
PLE 7.2
PLE 7.4
PLE 7.8 | **Initiative: Ensure a safe environment.**
Action Steps:
1) Update Pickens County Middle School Emergency Preparedness and Safety Plan on a yearly basis.
2) Provide all staff with professional learning and safety training.
3) Establish staff training and student instruction on different safety issues such as: Fire Drills, Severe Weather drill, Intruder on campus, and bomb treat.
4) Survey staff on CPR and First Aid training and set goals to increase the percentage over the next three years.
5) Conduct a mass disaster preparedness drill with teachers, staff and volunteers in order to establish baseline for additional training.
6) Conduct quarterly facility inspection to insure all safety equipment and signage is in good working order. | Fall 2013

Fall 2013

Monthly 2013-2014

January 2014

August 2013
January 2014

2013-2014 | Staff Development monies for emergency preparedness and safety plan | Administration

Faculty

Director of Facilities | Monthly Fire Drills

Twice Yearly Severe Weather Drills

At Least Twice Yearly Intruder on Campus Drill

Inspection notes and recommendations | 10% Decrease in accidents at PCMS

Teachers and students can accurately articulate appropriate procedures for fire drills, severe weather, intruders, and bomb threats |