

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

| <b>SCHOOL IMPROVEMENT PLAN</b>   |                          |   |  |  |   |
|--|--------------------------|---|--|--|---|
| <b>School Name:</b> <i>Pickens High School</i>   |                          |   | <b>District Name:</b> <i>Pickens County</i>                  |  |   |
| <b>Principal Name:</b> <i>Eddie McDonald</i>   |                          |   | <b>School Year:</b> <i>2013-14</i>                           |  |   |
| <b>Title I Schoolwide Program</b> <input type="checkbox"/>   |                          | <b>Title I Targeted Assistance</b> <input type="checkbox"/> |  | <b>Non-Title I School</b> <input type="checkbox"/>     |   |
| <b>ESEA WAIVER ACCOUNTABILITY STATUS (Based on 2012 Data)</b><br>(Check all boxes that apply and provide additional information if requested.) |                          |   |  |  |   |
| <b>Priority School (SIG)</b> <input type="checkbox"/>  |                          | <b>Priority (Graduation Rate)</b> <input type="checkbox"/>  |  | <b>Priority (Achievement)</b> <input type="checkbox"/> |   |
| <b>Alert School</b> <input type="checkbox"/> (Use 2012 Data)   |                          |   | <b>Focus School</b> <input type="checkbox"/> (Use 2012 Data) |  |   |
| Subject Alert  | <input type="checkbox"/> | List Subject(s)   | Graduation Gap   | <input type="checkbox"/>                               | List High and Low Sub-Groups with Percentages |
| Sub-Group Alert  | <input type="checkbox"/> | List Sub-Group(s)   | Achievement Gap  | <input type="checkbox"/>                               | List High and Low Sub-Groups with Percentages |
| Graduation Alert   | <input type="checkbox"/> | List Sub-Group(s)   |  |  |   |
| <b>Principal's Signature:</b>  |                          |   |  | <b>Date:</b>   |   |
| <b>Title I Director's Signature:</b>   |                          |   |  | <b>Date:</b>   |   |
| <b>Superintendent's Signature:</b>   |                          |   |  | <b>Date:</b>   |   |

Note: Double clicking on the gray squares brings up the option to mark the squares.

## School Improvement Fieldbook

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#### **SMART GOALS:**

- Increase % of Meets and Exceeds on the following sub groups on the EOCT from 2012-13 to 2013-14
  - 9<sup>th</sup> Literature: All Students Exceeds from 38% to 41%
  - 9<sup>th</sup> Literature: Students with Disabilities from 56.7 % to 61.8%
  - 9<sup>th</sup> Literature: Retained Students meets and/or exceeds from 66.6% to 70%
  - 11<sup>th</sup> Literature: All Students Exceeds from 36% to 39%
  - 11<sup>th</sup> Literature: Meets and/or Exceeds for Students with Disabilities from 60% to 66.4%
  - Physical Science: All Students Exceeds from 53% to 56%
  - Biology: All Students Exceeds from 32% to 35%
  - Biology: Meets and/or Exceeds for Students with Disabilities from 44.7% to 55.1%
  - Biology: Gifted Students Exceeds from 74.6% to 90%
  - Coordinate Algebra: All Students Exceeds from 6% to 9%
  - Coordinate Algebra: Meets and Exceeds for Economically Disadvantaged Students from 27.7% to 37%
  - Coordinate Algebra: Meets and Exceeds for Students with Disabilities from 3.2% to 6.8%
  - Coordinate Algebra: Gifted Students from 16.1% to 30%
  - Analytic Geometry: From Not applicable due to lack of data to 9%
  - US History: All Students Exceeds from 50% to 53%
  - US History: Meets and/or Exceeds for Students with Disabilities from 40.6% to 56.3%
  - US History: Gifted Students Exceeds from 87.8% to 90%
  - US History: Retained Students Meets and/or Exceeds from 66.6% to 70%
  - Economics: All Students Exceeds from 47% to 50%
  - Economics: Meets and/or Exceeds for Students with Disabilities from 40.9% to 52.7%
  - Economics: Retained Students Meets and/or Exceeds from 60% to 70%
- Decrease % of DNM on EOCT from 2012-13 to 2013-14
  - 9<sup>th</sup> Literature: From 11% to 6%
  - 11<sup>th</sup> Literature: From 7% to 5%
  - Physical Science: From 13% to 8%
  - Biology: From 17% to 12%
  - Coordinate Algebra: From 49% to 44%
  - Analytic Geometry: Not applicable due to lack of data.
  - US History: From 20% to 15%
  - Economics: From 15% to 10%

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| STRATEGIC GOAL AREA I: Student Achievement                             |  |          |   |                       |   |   |
|--|--|----------|---|-----------------------|---|---|
| Performance Objective A: Implement Adopted Curriculum Goal:            |  |          |   |                       |   |   |
| Teacher/Leader Keys Standards  | Actions, Strategies, Interventions   | Timeline | Estimated Costs, Funding Sources, and Resources | Person(s) Responsible | Evaluation of Implementation and Impact on Student Learning |   |
|  |  |          |   |                       | Artifacts   | Evidence  |
| LKES: #1,2,3   | <b>Initiative:</b> Organize and sequence GPS and CCGPS for core content areas around what student should know, understand, and do. |          |   |                       |   |   |
|  | <u>Action Steps:</u>   |          |   |                       |   |   |
|  | 1) Continually review the Georgia School Framework.  | Monthly  | Georgiastandards.org                            | Administration        | Teachers' lesson plans.                                     | - Collaboration between and among Academic Departments, Administration, and teachers of common subjects.(Departmental Meetings, Faculty Meetings, Leadership Meetings, Agendas and notes) |
|  | 2) Hold discussions to clarify the purpose and expected use of curriculum maps.  | Monthly  |   | Dept. Chairs          | Collaborative planning schedules and agendas                |   |
|  | 3) Review unit design and development. Tasks and assessment will clearly communicate what students should know and understand.     | Monthly  |   | Teachers              |   |   |
| 4) Lesson/units are clearly aligned with GPS or CCGPS (as appropriate) | Monthly  |          |   |                       |   |   |

# School Improvement Fieldbook

## A Guide to Support College and Career Ready Graduates

| STRATEGIC GOAL AREA I: Student Achievement                    |   |   |  |  |  |   |
|---|---|---|--|--|--|---|
| Performance Objective B: Utilize Formative and Summative Data |   |   |  |  |  |   |
| Teacher/Leader Keys Standards                                 | Actions, Strategies, Interventions  | Timeline  | Estimated Costs, Funding Sources, and Resources  | Person(s) Responsible  | Evaluation of Implementation and Impact on Student Learning              |   |
|   |   |   |  |  | Artifacts  | Evidence  |
| LKES<br>#1,2,3  | <b>Initiative:</b> Pickens High School Teachers will utilize formative and summative data to drive student achievement by:<br><b>Action Steps:</b> <ol style="list-style-type: none"> <li>1) Use departmentally developed curriculum/pacing guides to guide classroom instruction.               <ol style="list-style-type: none"> <li>a) Teachers will utilize departmentally developed curriculum pacing guides and continue to align common assessments to course standards.</li> <li>b) Develop and use common assessments in all core subject areas among teachers where necessary</li> </ol> </li> <li>2) Design performance tasks to establish real world application of standards</li> <li>3) Analyze student work on a regular basis in teacher meetings to revise instructional plans as needed.</li> <li>4) Discuss issues pertaining to effective instruction and student achievement</li> </ol> | 1-5<br>Beginning of each semester, at each grading period, and when necessary, during department meetings | GA DOE Website<br><br>GA State Longitudinal Data System<br><br>Georgia OAS Benchmark Assessments<br><br>USA Test Prep (Local Instructional Funds)<br><br>Teacher assessments (Formative and Summative Data for each student of each class)<br><br>CTAE Curriculum CD | Administration<br><br>Departmental Chairs<br><br>Teachers<br><br>BST | Department Meeting minutes   | Teachers will know what to teach and when to teach it.  |
|   |   |   |  |  | Shared lesson plans and lesson plans adjusted to reflect assessment data | Constant adjustments will be made within unit plans to reflect state-mandated curriculum changes (CCGPS & CTAE Standards) |
|   |   |   |  |  | Student assessments  | Georgia OAS benchmark tests utilized in common assessment to measure student growth                                       |
|   |   |   |  |  | Performance based assessments.   | USA Test Prep data feedback from practice and tests.  |
|   |   |   |  |  | Student work samples   | Students' work on performance-based assessments will reflect mastery of standards.  |

## School Improvement Fieldbook

### A Guide to Support College and Career Ready Graduates

#### PROCESS GOALS:

- Increase Teacher use of instructional technology in the classroom during the first full year implementation of BYOD initiative.
- Increase Student use of instructional technology in the classroom during the first full year implementation of BYOD initiative.
- Improve and Develop Each Teacher's ability in regards to Differentiated Instruction in their classes.
- Improve Teacher Understanding and implementation of RTI in their classrooms.
- Provide Students with access to Enrichment and Remediation services as needed.
- Increase the number of students completing Pathways in CTAE, Fine Arts, and Foreign Language

#### STRATEGIC GOAL AREA I: Student Achievement

Performance Objective C: Implement a Diversity of Learning Strategies

| Teacher/Leader<br>Keys Standards | Actions, Strategies, Interventions  | Timeline   | Estimated Costs,<br>Funding Sources, and<br>Resources   | Person(s)<br>Responsible   | Evaluation of Implementation and Impact<br>on Student Learning   |   |
|----------------------------------|---|--|---|--|--|---|
|                                  |   |  |   |  | Artifacts  | Evidence  |
| <b>LKES</b><br><b>#1,2,3,4,7</b> | <p><b>Initiative:</b> Increase the % of students and teachers using appropriate technology in the classroom.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Utilize the most up to date technology to enhance student instruction.</li> <li>2) Utilize Teacher Technology Training/Professional Development, to maximize teacher effectiveness in classroom technology instruction.</li> <li>3) Provide technology for those students who may not have a smartphone or other device in the classroom.</li> </ol> | Action Steps 1, 2, and 3 will be ongoing throughout the 2013-2014 school year. | <p>Teacher Technology Lab</p> <p>Professional Development Funds.</p> <p>SPLOST funds set aside for technology</p> <p>Refurbished laptops obtained from the C.D.C.</p> | <p>Teacher Technology Team</p> <p>Principal</p> <p>Department Chairs</p> <p>Teachers</p> | <p>In House Teacher Training in Instructional Technology</p> <p>Professional Development Workshops in Technology</p> | <p>Teacher Sign In Sheets from in House training.</p> <p>Professional Development Feedback/Re-delivery from PD workshops.</p> |

# School Improvement Fieldbook

## A Guide to Support College and Career Ready Graduates

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|------------------------|--|---|--|---|---|--|
| <b>LKES<br/>#1-7</b>   | <p><b>Initiative:</b> Improve the quality and efficiency of faculty using differentiated instruction and RTI in all learning levels.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Train faculty on differentiation strategies and RTI implementation.</li> <li>2) Provide Professional development for all teachers in Differentiation and RTI</li> <li>3) Collaboration among faculty re: differentiation and RTI</li> </ol> | <p>Ongoing 2013-14</p> <p>In-service Days</p> <p>Department Meetings, common planning time.</p> | <p>Professional Development Funds</p> <p>PD 360 software</p> <p>Pam Colvin, Georgia Department of Education. (TKES Trainer)</p> <p>Dr. Sandy Greene (RTI teacher training)</p> | <p>Principal</p> <p>Department Chairs</p> <p>Teachers</p> <p>Trainers</p>   | <p>Implementation of Teacher Keys Effectiveness System</p> <p>Department meeting minutes</p> <p>List of professional development based on need.</p> | <p>% participation in in-service training.</p> <p>100% participation in in-service training.</p> |
| <b>LKES<br/>#1,2,3</b> | <p><b>Initiative:</b> Implement additional learning time for struggling students, grades 9-12 who are failing a core content class at the end of 1<sup>st</sup> and 3<sup>rd</sup> 9 week grading period.</p> <ol style="list-style-type: none"> <li>a) Before school tutoring</li> <li>b) After school tutoring</li> </ol>  | <p>2<sup>nd</sup> and 4<sup>th</sup> 9 weeks of each semester</p>                               | <p>4-8 teachers (depending on need) in core content areas (20 Day Money)</p>   | <p>4 Content Area Teachers and SPED Teacher as needed.</p>  | <p>1<sup>st</sup> and 3<sup>rd</sup> 9 week report cards.</p> <p>Student sign in sheets.</p>  | <p>Progress Monitoring and Final Semester Grades at the end of each semester.</p>                |
| <b>LKES<br/>#1,3</b>   | <p><b>Initiative:</b> Increase the % of students receiving Enrichment/remediation.</p> <ol style="list-style-type: none"> <li>1) Increase the number of classes and/or students participating in AP/Honors classes.</li> <li>2) Offer Nova Net classes for those students who need to retake a failed EOCT.</li> </ol>   | <p>Beginning of each semester of 2013-2014 school year</p>                                      | <p>FTE instructional funds, Technology Lab for Nova Net software, lab manager, content area teachers</p>   | <p>Teachers</p> <p>Counselors</p> <p>Lab Manager</p> <p>Teachers for Nova Net and A.P. classes.</p> <p>Administration</p> | <p>Number of students enrolled in increased number of AP classes.</p> <p>Power School Data showing students who failed an EOCT</p>                  | <p>Progress Monitoring in the AP/Honors Classes, as well as Nova Net Classes</p>                 |
| <b>LKES<br/>#1,3</b>   | <p><b>Initiative:</b> Increase the % of students completing pathways in CTAE/Fine Arts/Foreign Language</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Ensure faculty understanding of pathways through CCRPI initiatives</li> <li>2) Assist students in scheduling to insure an increase in pathway completers</li> </ol>  | <p>Ongoing 2013-14</p>  | <p>1)Faculty, Leadership Meetings, Staff Development (in-house)</p> <p>2)Advisement time for advising students</p>   | <p>Teachers</p> <p>Counselors</p> <p>Administrators</p> <p>Dept. Chairs</p> <p>Students</p>                               | <p>1)Faculty meeting agendas and sign in sheets</p> <p>2)Counselor/Advisement lessons.</p>  | <p>Comparison of pathway completers from 2013 to 2014.</p>                                       |

# School Improvement Fieldbook

## A Guide to Support College and Career Ready Graduates

| STRATEGIC GOAL AREA I: Student Achievement  |  |  |  |                                |  |   |
|---|--|--|--|--------------------------------|--|---|
| Performance Objective D: Improve Student Performance  |  |  |  |                                |  |   |
| Process Goals   |  |  |  |                                |  |   |
| <ul style="list-style-type: none"> <li>• Increase % of students tests scores in the exceeds level for all EOCT courses</li> <li>• Decrease % of students test scores in the Does Not Meet Level</li> <li>• Improve overall performance of Students with Disabilities</li> <li>• Increase participation rate of all sub-groups to at least 95% (SWD, ED, ELL)</li> <li>• Increase % of all Students' Lexile scores which meet and/or exceed grade-level expectations.</li> <li>• Improve EOCT meets and Exceeds rate for Coordinate Algebra and Analytical Geometry</li> </ul> |  |  |  |                                |  |   |
| Teacher/Leader<br>Keys Standard   | Actions, Strategies, Interventions   | Timeline   | Estimated Costs,<br>Funding Sources,<br>and Resources  | Person(s)<br>Responsible       | Evaluation of Implementation and Impact<br>on Student Learning   |   |
|   |  |  |  |                                | Artifacts  | Evidence  |
| LKES<br>#1,2,3  | <b>Initiative:</b> Increase % of students tests scores in the exceeds level for all EOCT courses <ol style="list-style-type: none"> <li>1) Use test data results to target student needs in specific domains for each EOCT course.</li> <li>2) Use Georgia LDS to specifically target student areas for improvement.</li> <li>3) Collaboration among teachers for best practices for student improvement.</li> <li>4) Use OAS and USA Test Prep to target student areas for improvement.</li> <li>5) Professional Development in Data analysis/interpretation to improve student achievement.</li> </ol> | (1-5) will be an ongoing implementation throughout the 2013-2014 school year | OAS<br><br>Georgia LDS<br><br>GADOE Test Data Results<br><br>USA Test Prep software (\$4,050, 3 year purchase, county instructional funds)<br><br>Professional Development Funds | Administration<br><br>Teachers | EOCT breakdown of test scores for all courses and subgroups, including analysis of areas of strength/weakness<br>In different test domains. OAS and USA Test Prep Data to target areas of weakness | Monitor the Increase in teacher participation/use of Georgia LDS, OAS, and USA Test Prep. |
| LKES<br>#1,2,3  | <b>Initiative:</b> Decrease % of students test scores in the Does Not Meet Level <ol style="list-style-type: none"> <li>1) Use test data results to target student weaknesses in specific domains for each EOCT course.</li> <li>2) Use Georgia LDS to specifically</li> </ol>   | (1-4) will be an ongoing implementation throughout the 2013-2014 school year | OAS<br><br>Georgia LDS<br>GADOE Test Data Results  | Administration                 | EOCT breakdown of test scores for all courses and subgroups, including analysis of areas of strength/weakness  | Monitor the Increase in teacher   |

# School Improvement Fieldbook

## A Guide to Support College and Career Ready Graduates

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|---------------------|--|---|--|--|---|---|
|                     | <p>target student deficiencies for improvement.</p> <p>3) Use OAS and USA Test Prep to target student weaknesses for improvement.</p> <p>4) Professional Development in Data analysis/interpretation to improve student achievement.</p>   |   | <p>USA Test Prep software (\$4,050, 3 year purchase, county instructional funds.</p> <p>Professional Development Funds</p> | Teachers   | In different test domains. OAS and USA Test Prep Data to target areas of weakness   | participation/use of Georgia LDS, OAS, and USA Test Prep.   |
| <b>LKES #1,2,3</b>  | <p><b>Initiative:</b> Improve the overall performance of our Students with Disabilities.</p> <p>1) Adjust all SPED teacher caseloads to students specific to each grade level.</p> <p>2) Adjust all SPED teacher advisements to correlate with their caseloads.</p> <p>3) Survey all teachers in regards to interest and ability to gauge interest in participating in a co-taught class based on certification.</p> <p>4) Provide training for all co-teaching teams with contracts established between the teachers as to the roles for each in the classroom.</p> <p>5) Provide training for all teachers on the SPED forms, SPED meetings with required expectations.</p> <p>6) Implement writing sessions for SPED students who failed the GHSWT before and after school.</p> | <p>(1-4) Introduce 2<sup>nd</sup> Semester 2013-2014, Implement Fall 2014</p> <p>(5) Ongoing and Reintroduce 2<sup>nd</sup> Semester 2013-2014</p> <p>(6) Immediately after Writing Results come in</p> |  | <p>Administration</p> <p>Teachers</p> <p>Lead Special Education Teacher</p> <p>Special Education Staff</p> | <p>Teacher Surveys re: Co-Teaching</p> <p>Contracts between Teacher and Co-Teacher in Co-Taught Classes</p> <p>Advisement Folders in each SPED Case Mangers Advisement Class</p> <p>Sign- up Sheets for SPED students for writing remediation</p> | <p>Progress Monitoring of SPED students by Case Managers, Teachers, Administration</p> <p>Survey Results</p> <p>Progress Monitoring of Parent Conferences</p> |
| <b>LKES #1,2,3,</b> | <p><b>Initiative:</b> Increase participation rate of all sub-groups to at least 95% (SWD, ED, ELL)</p> <p>1) Increase collaboration among faculty, parents, and students in sub-groups to identify and discuss</p>   | Ongoing monitoring of students  | Blackboard Connect phone call system (District Funds)  | Administration<br>Teachers<br>Parents  | <p>Teacher Contact Logs</p> <p>Number of “likes” on</p>   | Teachers can articulate how collaboration and communication with students and   |



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|-----------------------|--|---|---|--|--|--|
|                       | <p>weaknesses to encourage student participation.</p> <p>2) Offer attendance incentives to students in sub-groups for participation</p>  | throughout the 2013-2014 school year.                                     | School Facebook Page, School Website<br>School Marquis  | Students Community   | Facebook Page  | community have impacted participation.   |
| <b>LKES<br/># 1-5</b> | <p><b>Initiative:</b> Increase % of all Students' Lexile scores which meet and/or exceed grade-level expectations.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Professional Development for teachers in further understanding and implementing strategies which support Lexile development</li> <li>2) Correlate reading materials to Lexile levels (in courses and the media center)</li> <li>3) Purchase Achieve 3000 program which will be fully implemented in the 2014-2015 school year. Begin implementation in the Spring of the 2014 school year.</li> </ol> | <p>2013-14 School Year</p> <p>Spring 2014</p> <p>Implement Fall 2014.</p> | <p>D.O.E. Test Data Results</p> <p>Professional Development Funds</p> <p>Destiny Media Software Program</p> <p>\$37,500 School Wide Possible Striving Readers School Grant.</p> <p>Community contributions</p> <p>Instructional Budget for all departments.</p> | <p>Administration</p> <p>Teachers</p> <p>Media Specialist</p> <p>Staff Development Specialists</p> | <p>Lexile level gains monitored on a monthly basis by teachers.</p> <p>Professional Development on use of Achieve3000 provided by purchase of program.</p> | <p>% Increase in Lexile scores</p> <p>Administration can monitor amount of use by each teacher on Achieve3000 program.</p> |

**School Improvement Fieldbook**  
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|----------------------------------|--|----------------------|---|---|--|---|
| <b>LKES</b><br><b>#1,2,3,4,6</b> | <p><b>Initiative:</b> Improve EOCT meets and Exceeds rate for Coordinate Algebra and Analytical Geometry</p> <p>1)Create Year Long Classes in both Coordinate Algebra and Analytic Geometry for students identified as needing support.</p> <p>2) Create a Rubric for both classes to document how students are to be placed in these classes.</p> | <p>1,2)Fall 2014</p> | <p>Two Teacher per subject<br/>(Paid for by County Funds)</p> | <p>Administration</p> <p>Math Department</p> <p>Math Lead Teacher</p> | <p>EOCT Results</p> <p>Benchmark Assessments</p> <p>Rubrics for both classes</p> | <p>Progress Monitoring of Students in both Classes.</p> |
|                                  |  |                      |   |   |  |   |

# School Improvement Fieldbook

## A Guide to Support College and Career Ready Graduates

| <b>Process Goal:</b> <ul style="list-style-type: none"> <li>▪ Increase in hits on website, Facebook, in 2013-14.</li> <li>▪ Increase number of parents and students using new mobile school app.</li> </ul>  |  |  |  |  |   |   |
|--|--|--|--|--|---|---|
| <b>STRATEGIC GOAL AREA II: Student and Stakeholder Involvement</b><br><u>Performance Objective A:</u> Identify and Utilize Community Resources<br><u>Performance Objective B:</u> Foster Positive Relationships Among All Students and Stakeholders<br><u>Performance Objective C:</u> Provide Opportunities for Stakeholder Education<br><u>Performance Objective D:</u> Increase Stakeholder Communication |  |  |  |  |   |   |
| Teacher/Leader<br>Keys Standard  | Actions, Strategies, Interventions   | Timeline   | Estimated Costs,<br>Funding Sources, and<br>Resources  | Person(s)<br>Responsible   | Evaluation of Implementation and<br>Impact on Student Learning  |   |
|  |  |  |  |  | Artifacts   | Evidence  |
| LKES:<br>#8  | <b>Initiative:</b> Promote positive student, stakeholder, and community relationships<br><u>Action Steps:</u> <ol style="list-style-type: none"> <li>1) Advertise our School Advisory Council meetings on all of our media outlets.</li> <li>2) Advertise the use of Parent Portal on the PHS School Website as well as our PHS Facebook page.</li> <li>3) Maximize the use of our local newspaper (Pickens Progress), along with our other media outlets to make parents aware of upcoming events and/or announcements.</li> <li>4) Increase communication between parents and staff and increase awareness of school events, newsletters, etc. by purchasing a Mobile School Application specific to PHS.</li> </ol> | <ol style="list-style-type: none"> <li>1) 2 to 3 weeks prior to scheduled meetings.</li> <li>2) Ongoing</li> <li>3) Weekly</li> <li>4) Implementation should begin in January 2014.</li> </ol> | <ol style="list-style-type: none"> <li>4) \$1,800 setup fee. \$59.95 monthly maintenance fee (local school funds)</li> </ol> | <ol style="list-style-type: none"> <li>1) Administration</li> <li>2) Media Specialist, Engineering and Technology Teacher</li> <li>3) Journalism class, Athletic Director</li> <li>4) PHS Technology Team</li> </ol> | <ol style="list-style-type: none"> <li>1) Weekly Publication of Pickens Progress</li> <li>2) Facebook Page and School Website updated on a regular basis. (Weekly, sometimes Daily)</li> <li>3) Same as #1</li> <li>4) Future Implementation of New PHS Mobile App. For Apple and Android devices.</li> </ol> | <p>Monitor number of “hits” on website and “likes” on PHS Facebook Page</p> <p>Monitor the # of subscribers to the free, new PHS school mobile app.</p> |

## School Improvement Fieldbook

### A Guide to Support College and Career Ready Graduates

| <b>PROCESS GOAL:</b> <ul style="list-style-type: none"> <li>Successfully implement all components of Georgia's new teacher evaluation instrument (TKES) with all certified teachers</li> </ul>   |   |  |  |   |  |   |
|--|---|--|--|---|--|---|
| <b>STRATEGIC GOAL AREA III: Organizational Growth and Improvement</b><br><u>Performance Objective A:</u> Develop a System-wide Professional Development Plan<br><u>Performance Objective B:</u> Provide Training for Support Staff<br><u>Performance Objective C:</u> Provide PL Opportunities for Certified /Professional Staff |   |  |  |   |  |   |
| Teacher/Leader<br>Keys Standard  | Actions, Strategies, Interventions  | Timeline   | Estimated Costs,<br>Funding Sources, and<br>Resources  | Person(s)<br>Responsible  | Evaluation of Implementation and<br>Impact on Student Learning                                   |   |
|  |   |  |  |   | Artifacts  | Evidence  |
| LKES:<br>#1-5  | <b>Initiative:</b> Pickens High School along with the Pickens County School System will develop a Professional Learning Plan following the format developed by the system and aligned to SIP.<br><u>Action Steps:</u> <ol style="list-style-type: none"> <li>1) Implement a Teacher Survey to determine Professional Development needs as a school.</li> <li>2) Implement priority based Professional Development among staff based on Teacher Survey.</li> </ol> | Updated yearly, starting in 2013-14<br><br>Beginning August 2013 | Professional Development Funds Controlled at the District Level.                                       | Director of Teaching and Learning<br><br>Principal  | Professional Development applications, sign in Rosters, and information obtained from trainings. | Certified Staff can articulate how participation in trainings enhances their job performance. |
| LKES<br>#1-5   | <b>Initiative:</b> 100% of Support Staff will attend mandated system training   | 2013-14  | System PL notices<br><br>Staff development monies (local and state funds)<br><br>Coordinated system PL | Director of Teaching and Learning<br><br>Principal<br><br>CTAE Director<br><br>SPED Dept. Chair | Professional Development applications, sign in Rosters, and information obtained from trainings. | Support Staff can articulate how participation in trainings enhances their job performance.   |

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|                       |  |                  |   |                                |  |  |
|-----------------------|--|------------------|---|--------------------------------|--|--|
| <b>LKES<br/>#1-8</b>  | <b>Initiative:</b> 100% of Certified Staff will attend mandated system training for TKES implementation  | August 2013      | Staff development monies (local and state funds)<br><br>Coordinated system PL<br><br>DOE Online Resources | Administrators<br><br>Teachers | Sign – in Rosters<br>Online Documentation of Completed Self-Assessments, Walk-throughs, Formative Assessments, Summative Assessments, Pre-Conferences, Mid-Year Conferences, End-of-the-Year Conferences | Teachers can articulate their knowledge of the TKES process throughout the school year as they continue to become more familiar with the TKES standards and processes. |
| <b>LKES<br/># 3,4</b> | <b>Initiative:</b> PHS will participate in and provide PL opportunities for Certified / Professional Staff for identified needs, based on self-assessments, walk-throughs, formative/summative feedback on TKES. | On-going 2013-14 | Webinars<br>Workshops<br>DOE Online Resources and Videos<br>PDF 360                                       | Administrators                 | Sign –in Rosters<br>Agendas<br>Schedule of PL opportunities<br>Online Documents  | Effective implementation as measured during classroom observations and job assessments.  |
|                       |  |                  |   |                                |  |  |

# School Improvement Fieldbook

## A Guide to Support College and Career Ready Graduates

| <b>STRATEGIC GOAL AREA IV: Internal Processes</b><br><u>Performance Objective A:</u> Increase Student Participation in Cafeteria Meal Programs<br><u>Performance Objective B:</u> Maintain Facilities<br><u>Performance Objective C:</u> Ensure a Safe School Environment |   |  |  |  |  |   |
|---|---|--|--|--|--|---|
| Teacher/Leader<br>Keys Standard   | Actions, Strategies, Interventions  | Timeline   | Estimated Costs,<br>Funding Sources, and<br>Resources        | Person(s)<br>Responsible                                     | Evaluation of Implementation<br>and Impact on Student Learning |   |
|   |   |  |  |  | Artifacts  | Evidence  |
| <b>LKES</b><br><b>#2,4</b>  | <b>Initiative:</b> Increase student participation in cafeteria meal programs.<br><u>Action Steps:</u> <ol style="list-style-type: none"> <li>1) Survey students on current menu items, change in menu items, and desired menu items</li> <li>2) Review lunch schedules to insure equally distributed numbers.</li> <li>3) Review/Remodel Cafeteria layout and design to enhance use and maintain a sense of pride.</li> </ol> | 1)One survey each semester.<br>2)Beginning of each Semester<br>3)Ongoing throughout the School Year. | Student surveys<br>Nutrition Director<br>Funds, SPLOST Funds | Nutrition Director<br><br>Cafeteria Manager<br><br>Principal | Survey Results   | Monthly Meal Reports from Cafeteria Manager and Director of Nutrition |

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| <b>LKES<br/>#2</b>           | <b>Initiative:</b> Improve and Maintain PHS facilities<br><u>Action Steps:</u><br>1) Improve our Safety and Security by purchasing additional cameras to our school camera system<br><br>2) Construct visitors' locker room, concession area, and restroom at football stadium<br><br>3) Resurface track<br>4) Purchase / mount stationary lightning / Wet Bulb Globe Temperature monitoring system for all outside activities | 1) Phase 1 in place; phase 2 and 3 currently on hold.<br><br>2) July 2013<br><br>3) TBD<br>4) TBD | 1) Phase 2: \$46,517.87<br>Phase 3: \$41,003.42<br><br>2) \$110,000<br><br>3) Funds not available at this time<br>4) \$10,000 | Director of Operations<br><br>Administration<br><br>Athletic Director |   |          |
|------------------------------|--|---|---|---|---|----------|
| Teacher/Leader Keys Standard | Actions, Strategies, Interventions   | Timeline  | Estimated Costs, Funding Sources, and Resources   | Person(s) Responsible   | Evaluation of Implementation and Impact on Student Learning |          |
|                              |  |   |   |   | Artifacts   | Evidence |

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|                        |   |                    |   |                               |  |  |
|------------------------|---|--------------------|---|-------------------------------|--|--|
| <b>LKES<br/>#2,4,8</b> | <b>Initiative:</b> Ensure a safe environment  |                    |   |                               |  |  |
|                        | <u>Action Steps:</u>  |                    |   |                               |  |  |
|                        | 1) Update Pickens High School Emergency Preparedness and Safety Plan.   | 1)Annually         |   |                               |  |  |
|                        | 2) All staff receiving professional learning and safety training.   | 2)Annually         |   |                               | Monthly Fire Drills                            |  |
|                        | 3) Staff training and student instruction on different safety issues such as: Fire Drills, Severe Weather drill, Intruder on campus and bomb treat. | 3)Monthly Annually | Staff Development monies (local and state funds)    | Administration<br><br>Faculty | Twice Yearly Severe Weather Drills             | Teachers and students can accurately articulate appropriate procedures for |
|                        | 4) Survey staff on CPR and First Aid training and set goals to increase the percentage over the next three years, and AED training and education    | 4)Spring 2014      | Local Sheriff's Department, Emergency Medical Staff | Director of Operations        | At Least Twice Yearly Intruder on Campus Drill | fire drills, severe weather drills, intruders and bomb threats             |
|                        | 5) Conduct a mass disaster preparedness drill with teachers, staff and volunteers in order to establish baseline for additional training.           | 5)Spring 2014      |   |                               |  |  |
|                        | 6) Conduct facility inspection to insure all safety equipment and signage is in good working order  | 6)Quarterly        |   |                               |  |  |