



# School Improvement Plan 2018 - 2019



Pickens County  
Pickens Junior High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Pickens County
School Name	Pickens Junior High School
Team Lead	Chad Flatt

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Creating Improvement Goals

#### Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific	Measurable	Attainable	Relevant	Time-Bound
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An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

#### Coherent Instructional

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

#### Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

#### Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

#### Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

#### Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need for an academically challenging environment consistent across all content areas and all grade levels.
Root Cause # 1	There were not high expectations consistent across the two prior schools. There are inconsistent practices and expectations throughout the schools.
Root Cause # 2	There was not an adherence to the planning calendar; planning times were not protected.
Goal	During the 2018-2019, we will set baseline data to be at or above the state average in students performing at levels 3 and 4 on the Georgia Milestones.

Action Step # 1

Action Step	<p>Implement engaging lessons in all content areas.</p> <p>Coherent Instruction: Teachers will plan engaging lessons in PLCs; engaging lessons will be utilized during instruction. A variety of STEM, inquiry-based, personalized learning, and project-based resources will be purchased to provide students with relevant, real life, and engaging experiences to support instruction in all content areas. This will include supplementing the core instructional program with IXL, USA Test PREP, and STAR Reading and Math Assessments.</p> <p>Professional Capacity: The academic coach will provide training on engagement strategies and utilization of resources. A PLC will be formed for personalized learning. Teachers may attend out-of-district or in-district training that is classroom-focused, ongoing, sustained, and job-embedded on pedagogy, content knowledge, and/or use of instructional technology.</p> <p>Effective Leadership: The administrators will lead the leadership team in developing expectations for engaging learning environments, develop a protocol, and check for fidelity of implementation. School leaders will ensure that the personalized learning PLC is established, and conduct formal and informal observations and provide feedback.</p>
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 1

Method for Monitoring Implementation and Effectiveness	Review of purchase orders, review of training documentation, review of informal walkthrough data
Position/Role Responsible	Principal, Assistant Principals, Academic Coach
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	<p>Utilize common pacing guides and common assessments across all departments and grade levels.</p> <p>Coherent Instruction: Teachers will participate in common planning, analyze student work, and use common assessments. Common assessments and pacing guides will be used by all departments/grade levels. Teachers will plan and implement lessons that actively engage students in the learning process.</p> <p>Assessments will be analyzed to plan for instruction, intervention, and personalized learning.</p> <p>Professional Capacity: The academic coach will provide training in the development of common assessments and the development/utilization of pacing guides. The academic coach will also do informal observations and provide feedback. Teachers will participate in professional learning communities and may attend out-of district or in-district training that is classroom-focused, ongoing, sustained, and job-embedded.</p> <p>Effective Leadership: The administrators will review lesson plans, schedule designated times for PLC meetings, and develop a master schedule that will provide time for collaborative planning.</p>
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 2

Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Review of pacing guides, common assessments, and lesson plans, review of training documentation
Position/Role Responsible	Principal, Assistant Principals, Academic Coach
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Build Parent Capacity Effective Leadership: The administrators will ensure that activities and notifications for building parent capacity are conducted and disseminated throughout the school year. Professional Capacity: Train teachers to have meaningful conversations regarding student progress, strategies/resources for home Family and Community Engagement: Build parent capacity by providing opportunities or training on relevant resources (IXL, study habits, EOG Data, etc.). Parent conferences will be scheduled as needed to address student progress academically and behaviorally. Provide study tips and family connection on monthly electronic and hard copies of newsletters.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Parent Involvement summary packets for parent activities and notifications sent home to parents
Position/Role Responsible	Principal, Assistant Principals

Action Step # 3

Timeline for Implementation	Quarterly
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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	
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Action Step # 4

Action Step	Establish supportive classroom environments enabling students to achieve in a risk free environment Supportive Learning Environment: All staff will implement strategies learned in Mindset training. Meetings will be held with students who have repetitive behavioral issues. Utilize counselor support system for peer mediation and conflict resolution.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Informal walkthroughs, documentation from counselor (number and types of visits), review of discipline data
Position/Role Responsible	Principal, Assistant Principals
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide remediation and tiered support for students. Coherent Instruction: Provide after school tutoring opportunities for all students. Provide remediation for identified students in need of additional support in reading and math. Effective Leadership: Ensure that a tutoring program is established. Develop a master schedule to include and protect remedial classes for reading and math.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation and Effectiveness	Tutoring attendance logs and payroll sheets; master schedule with remediation classes scheduled
Position/Role Responsible	Principal, Assistant Principals
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need for a comprehensive focus on literacy standards across the school in all content areas and all grade levels.
Root Cause # 1	There are not consistent expectations for implementing the literacy standards across the curriculum.
Root Cause # 2	There is a lack of focus on reading books.
Goal	During the 18-19 school year, we will establish baseline data for FY18-19 and have a 64% pass rate on the 7th and 8th ELA EOGs.

Action Step # 1

Action Step	<p>Establish a school-wide writing initiative.</p> <p>Coherent Instruction: Utilize the state curriculum maps and pacing guides for reading &amp; writing across all contents. Create, utilize common assessments, and analyze student work to drive instruction. Purchase materials, and resources for teaching reading and writing across all content areas.</p> <p>Effective Leadership: Participate in department meetings for all academics. Devise protocol and expectations for reading and writing in all academics and check for fidelity of implementation. Assure training and support is being provided to teachers in implementing said protocols and expectations. Provide informal (non-TKES) walkthrough feedback to assist teachers in implementing writing &amp; reading in academics.</p> <p>Professional Capacity: Provide training on engaging use of technology to promote reading and writing fluency across the curriculum. Develop an ongoing Professional Learning Community focused on reading and writing. Provide needs-based training from Academic Coach including personalized learning and common assessments. Teachers will participate in training from contracted services, out-of-district conference, and one-day trainings that is part of on-going, classroom focused, job-embedded, and sustained professional learning.</p>
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 1

Method for Monitoring Implementation and Effectiveness	Review of lesson plans, common assessments, and pacing guides; informal walkthrough data, professional learning documentation
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Build parent capacity to support reading and writing and overall student achievement in ELA. Effective Leadership Ensure that building parent capacity activities are held and notifications are disseminated to support ELA student achievement. Professional Capacity: Train teachers to have meaningful conversations regarding reading and writing strategies with parents. Family and Community Engagement: Build parent capacity by providing information regarding Lexile scores and interpretation of the ELA EOG scores.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Parent Involvement summary packet documentation; notifications sent home to parents
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits,	
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Action Step # 2

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	
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Action Step # 3

Action Step	Establish classroom management expectations and protocols for all students. Effective Leadership and Professional Capacity: Ensure that teachers struggling with classroom management techniques receive support from instructional coach Supportive Learning Environment: Utilize counselor support and peer mediation strategies for recurring issues.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Review of informal walkthrough data for TKES standard 7, review of documentation from counselor (number and types of visits), review of discipline data
Position/Role Responsible	Principal, Assistant Principal, Academic Coach
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Two schools are merging to create a new school, Pickens County Junior High School (PJHS). In addition, the grade band changed from 6-8 to 7-8. A transition team has been formed to ease the transition and have representatives from both schools. Surveys were sent out to parents and staff members to gain input. All parents with students attending PJHS were invited to attend a Pickens County Parent Action Committee (PC PAC) meeting at the district to provide input into the CNA/SIP. A leadership team consisting of staff from both prior schools that are merging met in June to work on the CNA/SIP.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The majority of teachers at Pickens Junior High School are veteran teachers coming from Jasper Middle School and Pickens County Middle School. There is a focus on hiring professionally qualified teachers. Administrators create class rosters considering the unique needs of individual students. Students who are struggling are placed with the most effective teachers.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Tutoring - After school tutoring in Math, ELA, Reading, Science, and Social Studies will be offered 2-3 days per week. Small group instruction (6-8 students) will be used to assist the most academically at risk students. According to RMLE, "borderline students who receive school-based tutoring from district teachers perform higher on standardized tests in the areas of Math and ELA than borderline students who did not participate in tutoring." Research: <a href="https://www.amle.org/portals/0pdf/rmle/rmle_vol34_no6.pdf">https://www.amle.org/portals/0pdf/rmle/rmle_vol34_no6.pdf</a> (Promising Evidence)</p> <p>Remedial Classes - Remedial Math and ELA classes will be offered at each grade level for at risk students. These classes will consist of smaller student to teacher ratios, providing the opportunity for more individualized instruction and support. Brainchild products and Study Buddy Achiever may be used to support instruction in remedial Math and ELA classes. Research: <a href="http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?/article=1472&amp;cont ext=doctoral">digitalcommons.liberty.edu/cgi/viewcontent.cgi?/article=1472&amp;cont ext=doctoral</a> (Promising Evidence), <a href="https://ncbi.nlm.nih.gov/pmc/articles/pmc3570055">https://ncbi.nlm.nih.gov/pmc/articles/pmc3570055</a> (Promising Evidence)</p> <p>STEM/Problem-based Learning - A variety of STEM, inquiry, and project-based resources will be purchased to provide students with relevant, real life experiences to support instruction. These lab experiences will be provided in Science ,Social Studies, Math, and ELA. Research:</p>
	<p><a href="http://www.stemreports.com/wp-content/uploads/2011/06/NRC_STEM_2.pdf">http://www.stemreports.com/wp-content/uploads/2011/06/NRC_STEM_2.pdf</a> (Promising Evidence)</p>

<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Literacy/Writing Instruction - Teachers will receive professional learning on the implementation of comprehensive literacy/writing instruction, to support all content areas. Research: <a href="https://www.socialstudies.org/system/files/publications/articles/se_6704200.pdf">https://www.socialstudies.org/system/files/publications/articles/se_6704200.pdf</a> (Promising Evidence)</p> <p>Support and Training for teachers - The academic coach will provide support and training to all teachers to ensure that all students, including the academically at risk, are receiving engaging, academically challenging instruction. PLCs will be instituted to focus on personalized learning and a comprehensive ELA initiative. Teachers may participate in conferences or one day training opportunities if they are sustained, on-going, classroom-focused, and job-embedded for pedagogy, content knowledge, and/or instructional technology. Research: <a href="https://edutopia.org/blog/coaching-impact-teachers-principals-students-elena-aguilar">https://edutopia.org/blog/coaching-impact-teachers-principals-students-elena-aguilar</a> (Promising Evidence)</p> <p>IXL - Through the use of IXL, both parents and students will be able to access content specific support in all academic areas in school and at home. Research: <a href="https://www.ixl.com/research/Impact-of-IXL-in-Illinois.pdf">https://www.ixl.com/research/Impact-of-IXL-in-Illinois.pdf</a> (Promising evidence) <a href="https://www.ixl.com/research/How-IXL-Impacts-Learning.pdf">https://www.ixl.com/research/How-IXL-Impacts-Learning.pdf</a> (Promising Evidence)</p> <p>Parent Engagement - PJHS desires an increase in parent capacity. Initiatives include training for parents, open house each semester focusing on curriculum, social media awareness, and a summer reading program initiative with parent training Research: <a href="http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf">http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf</a> (Promising Evidence)</p>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Not applicable.</p>
<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Not applicable.</p>

<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:          Coordination with institutions of higher education, employers, and local partners; and          Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>The following strategies/opportunities are provided to facilitate effective transitions from the middle school feeder school as well as to high school:</p> <ol style="list-style-type: none"> <li>1. Transition meetings are held yearly in order to prepare our 8th grade students for their transition to high school. High school presentation by high school counselor and administration is provided in order to assist 8th grade students in selecting the appropriate courses and/or pathways.</li> <li>2. Transition Night / Transition Fair will allow 8th grade students to tour the high school and meet essential staff and teachers.</li> <li>3. Rising 7th grade assembly with tour occurs in the spring of each year and allows rising 7th graders the opportunity to meet the administration, counselor, and other essential staff as well as tour the building.</li> <li>4. Middle school visit by the counselor allow rising 7th graders to have a positive first encounter with our building</li> <li>5. Connections and extra-curricular fairs will be held at PJHS to provide rising 7th graders an increased understanding of the clubs, connections, and performing arts opportunities afforded to them once they reach the junior high level.</li> <li>6. Career Fair at Chattahoochee Tech, a local technical college, allows 7th and 8th graders to make a better, more informed decision regarding pathway selection once they enter high school.</li> <li>7. College visitation (Kennesaw and Georgia Tech) provides an opportunity for 8th grade students to experience a day in the life of a college student.</li> </ol>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>PCMS supports students through positive behavior reinforcements in the following ways:</p> <ol style="list-style-type: none"> <li>1. Dragon Day Celebrations</li> <li>2. Wall of Fame</li> <li>3. Student break time</li> <li>4. Dude Be Nice</li> <li>5. Students of the week and month</li> </ol> <p>Students who are having difficulty with behaviors are supported through interventions as follows:</p> <ol style="list-style-type: none"> <li>1. Check in - Check out</li> <li>2. Small group sessions with the administration and counselors</li> </ol>
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ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan

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