



School Improvement Plan 2019 - 2020



**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 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to improve student achievement across all content areas.
Root Cause # 1	There is a decrease in teacher-led instruction, note-taking skills, students reading texts, and students writing in class.
Root Cause # 2	There is little expectation for students to read for learning outside the classroom and inside classes at times.
Root Cause # 3	There is a lack of clear communication and expectations for personalized learning across grade levels.
Goal	<p>During FY20, the school will increase the percentage of students performing at levels 3 or 4 by 3% from FY19. Data from FY19:</p> <p>7th Grade ELA--34% (104) Math--39% (119)</p> <p>8th Grade ELA--43% (137) Math--45% (119) - this does not include students taking Algebra I Science--22% (52) - this does not include students taking Physical Science Social Studies--36% (108)</p>

Action Step # 1

Action Step	Establish clear and consistent expectations and guidelines for personalized learning across both grade levels that will be understood by teachers, parents, and students.
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
Method for Monitoring Implementation and Effectiveness	Review of training documentation, Review of lesson plans, Agendas and Sign-In Sheets, review and analysis of informal walkthrough data, review and analysis of unit plans with

Action Step # 1

Method for Monitoring Implementation and Effectiveness	books noted
Position/Role Responsible	Principal, Assistant Principals, Academic Coach, Math Department Chair
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	Establish the expectation that all students will read a minimum of 12 books within their grade level band (4 for ELA; 4 for Science; 4 for SS).
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
Method for Monitoring Implementation and Effectiveness	Review of informal walkthrough data, Review of lesson plans
Position/Role Responsible	Principal, Assistant Principals, Academic Coach, Department Chairs
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	
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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 implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Train teachers to utilize the Milestones EOG writing rubric across all applicable content areas.
Funding Sources	Title I, 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
Method for Monitoring Implementation and Effectiveness	Review of training documentation, review of informal walkthrough data, Review of lesson plans, Agendas and Sign-In Sheets, evidence of writing rubrics being utilized
Position/Role Responsible	Principal, Assistant Principals, Academic Coach, Department Chairs
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 # 4

Action Step	Continue implementation of WriteScore and improve data review processes with departments.
Funding Sources	Title I, 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
Method for Monitoring Implementation and Effectiveness	Review of training documentation, Review of WriteScore data, Review of lesson plans, Agendas and Sign-In Sheets
Position/Role Responsible	Principal, Assistant Principals, Academic Coach, Department Chairs
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 # 5

Action Step	Provide support to students who are at-risk academically. Continue implementation of Read 180 in grade 7 and expand Read 180 in grade 8 during remedial classes. Provide afterschool tutoring.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 5

Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation and Effectiveness	Purchase orders, training documentation, student progress data
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

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to reduce negative student behavior throughout the school.
Root Cause # 1	There is inconsistent implementation of relationship building strategies amongst faculty and staff.
Root Cause # 2	There are inconsistent classroom management skills amongst faculty members within houses and across grade levels.
Root Cause # 3	There is inconsistent understanding of appropriate disciplinary consequences amongst faculty and staff.
Goal	PJHS will seek to lower student disciplinary referrals by 15% from the baseline data of 2018-19 of 832 office referrals.

Action Step # 1

Action Step	Provide professional development opportunities for all teachers in classroom management and Mindset training.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Training documentation, agendas, sign-ins, discipline data
Position/Role Responsible	Principal, assistant principals, academic coach, house leaders, mindset team
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	
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Action Step # 1

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	Provide continued professional development in positive relationship building practices with all teachers.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Training documentation, sign-ins, agendas, discipline data
Position/Role Responsible	Principal, assistant principals, academic coach, house leaders, mindset team
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 # 3

Action Step	Provide training and clarity on disciplinary processes
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Training documentation, sign-ins, agendas, discipline data
Position/Role Responsible	Principal, assistant principal, academic coach, house leaders, mindset team
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 # 4

Action Step	Purchase SmartSocial and incorporate learning for teachers, students, and parents.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 4

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Training documentation, agendas, sign-ins, discipline data
Position/Role Responsible	Principal, assistant principals, academic coach, house leaders, mindset team
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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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>Pickens Junior High School sought insight from multiple stakeholders on various occasions. Parents had three opportunities to participate in providing feedback at our regularly scheduled School Advisory Council meeting on 4/18/19, meeting(s) held both before school and after on 5/10/19, and a final meeting on 8/29/19. Teachers provided input via department chairs at our 4/22/19 department chair meeting. Finally, students met and provided feedback on 5/22/19.</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. 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>Read 180- 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. Moreover, in our remedial ELA classes we will employ Read180 programming to drive lexile scores as high as possible for at risk students. Research: https://ies.ed.gov/ncee/wwc/Intervention/742 ; https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_read180_112916.pdf (Strong Evidence)</p> <p>Mindset--Contracted services will be obtained to help teachers and administrators better understand and employ de-escalation tactics when working with students. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf#page=20 (Recommendation #1 - Moderate; Recommendation #2 - Strong; Recommendation #3 - Strong; Recommendation #5 - Moderate)</p> <p>Academic Coach- 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 continue to focus on personalized learning and a comprehensive writing initiatives. Teachers may participate in conferences or one day training opportunities if they are sustainable, on-going, classroom-focused, and job-embedded for pedagogy, content knowledge, and/or instructional technology. Professional learning texts will be purchased to support the work of the academic coach. Research: https://learningforward.org/docs/default-source/the-learning-professional-april-2017/meta-analysis-reveals-coachings-positive-impact-on-instruction-and-a</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>chievement.pdf (Moderate Evidence) WriteScore-All students receive three opportunities to be assessed in a format very similar to the Milestones Writing assessment. The program provides information on individual performance in specific domains while being graded by a 3rd party trained like Milestones reviewers. Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secondary_writing_110116.pdf (Promising) (Minimal Evidence) 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. PJHS, in an effort to promote outside school reading, will purchase novels for transition and parent nights. Research: http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf (Promising Evidence) Schoolwide Reading Initiative- Establish the expectation that all students will read a minimum of 12 books within their grade level band (4 for ELA; 4 for Science; 4 for SS). Provide material that is on students' independent and instructional levels that spark student interest; trade books will be purchased to support this endeavor. Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=32 (Moderate)</p>
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<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>
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<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>
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<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"> 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. 2. Transition Night / Transition Fair will allow 8th grade students to tour the high school and meet essential staff and teachers. 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. 4. Career Fair at PJHS or 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. 5. College visitation (Kennesaw and Georgia Tech) provides an opportunity for 8th grade students to experience a day in the life of a college student.
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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>PJHS supports students through positive behavior reinforcements in the following ways:</p> <ol style="list-style-type: none"> 1. Social Hour 2. Wall of Fame 3. Students of the week <p>Students who are having difficulty with behaviors are supported through interventions as follows:</p> <ol style="list-style-type: none"> 1. Check in - Check out 2. Small group sessions with the administration and counselors <p>Teachers will be provided professional development for all teachers in classroom management strategies, positive learning environments, and appropriate disciplinary processes.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	Empty space for additional narrative
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