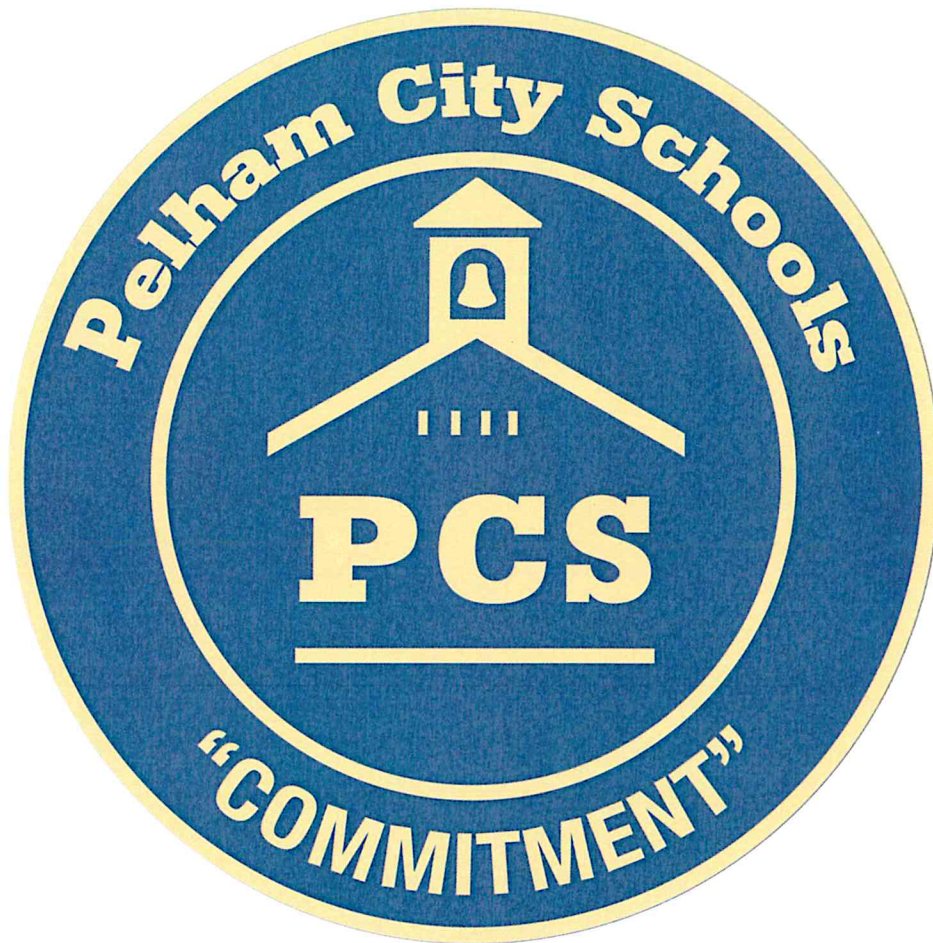
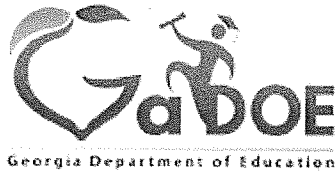


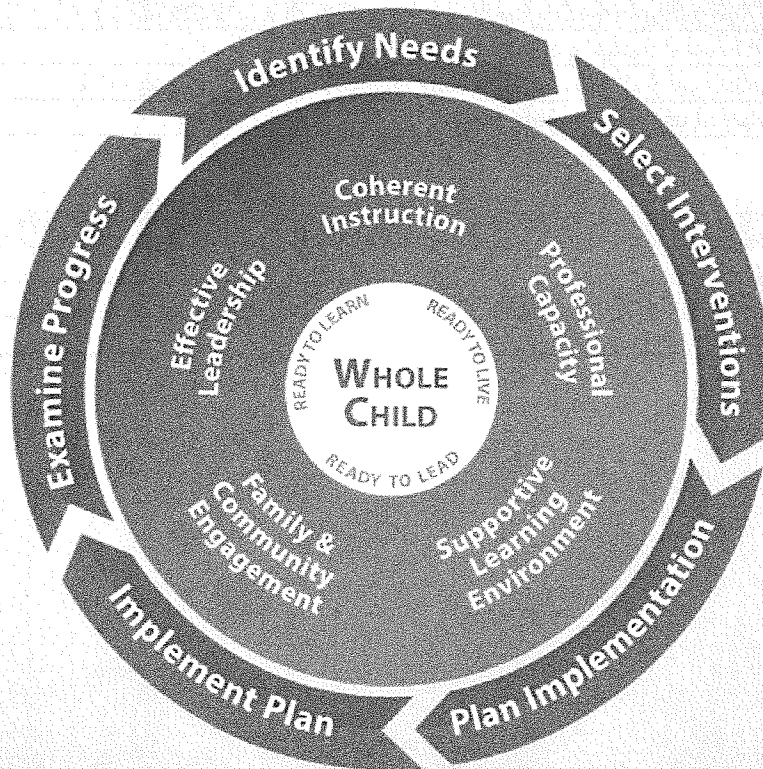
Pelham City Schools



District/School Improvement Plans
2018-2019



District Improvement Plan 2018 - 2019



Pelham City

2. DISTRICT 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 district's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 District 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 District 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

DISTRICT IMPROVEMENT GOALS

Action Step # 1

Action Step	Utilize instructional coaches/coordinators to provide PL to teachers to meet teachers' and students' needs.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	PLC Agendas and Sign In Sheets
Position/Role Responsible	System Instructional Support Coordinator, District Literacy Coordinator, School Administrators, Director of Teaching and Learning
Timeline for Implementation	Weekly

Action Step # 2

Action Step	Analyze student performance data (formatives) to inform instruction--remediation, support nets, acceleration.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Data digs using universal screeners, progress monitoring, benchmarks, standard checks, formative assessments, classroom grades

Action Step # 2

Position/Role Responsible	School Administrators, System Instructional Coordinator, District Literacy Coordinator
Timeline for Implementation	Monthly

Action Step # 3

Action Step	Employ staff to provide Support Nets and/or enrichment opportunities in computer labs and/or classroom settings.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Staff Roster, Master Schedule
Position/Role Responsible	Superintendent, Director of Teaching and Learning, Principals
Timeline for Implementation	Yearly

Action Step # 4

Action Step	Purchase instructional software programs to supplement direct instruction and promote the "whole child."
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

DISTRICT IMPROVEMENT GOALS

Action Step # 4

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Software usage reports, student progress
Position/Role Responsible	Director of Teaching and Learning, Principals
Timeline for Implementation	Yearly

Action Step # 5

Action Step	Employ class-size reduction teachers to enhance use of flexible grouping and other evidence-based practices.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Staff Roster/Schedule, Lesson Plans, Focus Walks, TKES
Position/Role Responsible	Superintendent, Principals
Timeline for Implementation	Yearly

Action Step # 6

Action Step	Observe classrooms for quality instruction and fidelity. Provide feedback to teachers.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 6

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	District Focus Walks, TKES Walkthroughs/Conferences
Position/Role Responsible	District Leadership Team, System Instructional Support Coordinator
Timeline for Implementation	Monthly

Action Step # 7

Action Step	Provide PL to build teacher and leader capacity: GLISI, Endorsements, PLCs
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL Agendas, Sign In Sheets, Registration
Position/Role Responsible	Superintendent, Director of Teaching, and Learning, Principals
Timeline for Implementation	Monthly

DISTRICT IMPROVEMENT GOALS

Action Step # 8

Action Step	Conduct parent and family engagement activities aimed at providing academic support to their students.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Parent Event Agendas, Resources, Sign In Sheets
Position/Role Responsible	Director of Teaching and Learning, Parent Involvement Coordinator
Timeline for Implementation	Quarterly

2. DISTRICT IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	#2 Increase school climate star rating score.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers do not know how to teach behavior.
Root Cause # 2	There is a lack of understanding the whole child and their needs (psychological, social, emotional, academic, etc.).
Root Cause # 3	There are limited alternatives to referring students to the office.
Goal	By the end of the 2018-2019 school year, each school's climate star rating score will increase by 2% or the school will maintain a 5 star rating.

Equity Gap

Equity Gap	Discipline ISS Identify Subgroups and grade level plans
Content Area(s)	Other : Discipline
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Race / Ethnicity / Minority
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

DISTRICT IMPROVEMENT GOALS

Goal Implementation

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 # 1

Action Step	Each school will fully implement PBIS by identifying and teaching behavioral expectations to students.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PBIS School Team meeting agendas, minutes, sign in sheets, Behavior Matrix
Position/Role Responsible	PBIS District Coordinator, School PBIS Teams, Principals
Timeline for Implementation	Monthly

Action Step # 2

Action Step	School leadership teams will develop school discipline procedures and alternatives to office referrals.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 2

Subgroups	Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Progressive Discipline Plan
Position/Role Responsible	School administrators
Timeline for Implementation	Yearly

Action Step # 3

Action Step	Provide PL on classroom management, positive behavioral supports, poverty, Thinking Maps, and instructional strategies.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PL agendas, sign in sheets, resources
Position/Role Responsible	Director of Teaching and Learning, Principals, System Instructional Support Coordinator, Literacy Coordinator, Assistant Principals
Timeline for Implementation	Monthly

Action Step # 4

DISTRICT IMPROVEMENT GOALS

Action Step # 4

Action Step	Teachers will design engaging lessons including the utilization of technology to minimize discipline issues.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, Focus Walks, TKES Observations
Position/Role Responsible	Director of Teaching and Learning, School Administrators, System Instructional Support Coordinator, District Literacy Coordinator
Timeline for Implementation	Weekly

Action Step # 5

Action Step	Implement behavior interventions in RTI and progress monitor. Provide mental health services on campus through Georgia Pines GAP.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	RTI files, Check In Check Out, GA Pines Referrals
Position/Role Responsible	Director of Teaching and Learning, Counselors, RTI Coordinators, School Administrators, GA Pines

Action Step # 5

Timeline for Implementation	Monthly
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Action Step # 6

Action Step	School PBIS teams will review SWIS discipline data to identify trends and root causes.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWIS Reports, PBIS School Team Meeting agendas
Position/Role Responsible	School PBIS Team, PBIS District Coordinator, Principals
Timeline for Implementation	Monthly

Action Step # 7

Action Step	Conduct parent workshops centered around discipline, behavior expectations, and a positive school climate.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment

Action Step # 7

Method for Monitoring Implementation and Effectiveness	Parent Involvement Workshop Agendas, Sign In Sheets, Resources
Position/Role Responsible	Director of Teaching and Learning, Parent Involvement Coordinator
Timeline for Implementation	Quarterly

SCHOOLWIDE IMPROVEMENT PLAN (SIP)

TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:			
Pelham Elementary School, Rebecca Collins Davis			
NAME OF DISTRICT/SUPERINTENDENT:			
Pelham City Schools, Floyd Fort, Superintendent			
☐ Comprehensive Support School	☐ Targeted Support School	☒ Schoolwide Title I School	☐ Targeted Assistance Title I School ☐ Non-Title I School
☐ Opportunity School			

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:			
Superintendent	<i>[Signature]</i>	Date	<i>9/28/2018</i>
Principal Supervisor	<i>Rebecca C Davis</i>	Date	<i>09/28/18</i>
Principal		Date	
Title I Director	<i>Kimberly C. Smith</i>	Date	<i>9/28/18</i>
(Title I Schools only)			

Name	Position/Role	
Rebecca Davis	Principal	Rebecca Davis
Laurie Walton	Assistant Principal	Laurie Walton
Veronica Reddick	Assistant Principal	Veronica Reddick
Laurie Walton	Math Coach	Laurie Walton
Lisa Albert	Literacy Specialist	Lisa Albert
Cindy Smith	Parent Involvement Coordinator	Cindy Smith
Teresa Rackley	Media Specialist	Teresa Rackley
Amelia Snellgrove	Kindergarten Teacher	Amelia Snellgrove
Kathy Frosteg	1 st Grade Teacher	Kathy Frosteg
Courtney May	2 nd Grade Teacher	Courtney May
Sakita Ross	3 rd Grade Teacher	Sakita Ross
Jana Singleton	4 th Grade Teacher	Jana Singleton
Alicia Donaldson	5 th Grade Teacher	Alicia Donaldson

Planning Committee Members

Division of School and District Effectiveness | School Improvement PLAN

Needs Assessment/ Data Review Results

Communication to Parents and Stakeholders		
Professional Development: Writing (genres and content area); differentiated instruction; academic rigor	Personnel Needs Assessment Parent/Stakeholder Needs Assessment TKES summative data Milestones EOG data	Administrators, Teachers, Paraprofessionals, Literacy Specialist, RESA consultants
Increase Lexile scores and rate of students reading on grade level	Lexile Trend Data, Reading Inventory, Milestones data	Administrators, Teachers, Paraprofessionals, Literacy Specialist, RESA consultants
Reduce the number of students having at least 3 OSS or 5 ISS days	Infinite Campus and SWIS behavior data	all faculty and staff
Continue focus on reducing student absences	Infinite Campus data	all faculty and staff
Reduce the number of bus referrals	SWIS data	all faculty and staff; transportation staff

Reduce the percentage of students who are absent 10 or more days from 13% (82 students) in May 2018, to 9% (59 students) in May 2019, to 6% (39 students) in May 2020.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction 1, 3, 8, 9 Planning & Organization 2, 4, 5 Family, Community Involvement 1, 3, 4 School Culture 4, 5	All	1. School counselor will monitor attendance daily and use the established protocol to refer to MAST. 2. Recognition of students who earn perfect attendance at regularly scheduled intervals. 3. Recognition of classes that earn perfect attendance at regular intervals. 4. Regularly scheduled attendance camp/recovery period that will allow students to recoup absent time. 5. Coordinate efforts with the 21st Century After School Program to assist with recouping seat time.	Daily attendance forms Weekly attendance graphs by grade level Awards Program certificates & invitations Classroom attendance calendars Infinite Campus data Attendance Recovery sign-in cards	School Leaders Demonstrate: organization of Attendance Camp, monitoring of Infinite Campus data Teachers Demonstrate: monitoring of daily attendance on classroom calendar, complete daily classroom attendance promptly, recognition of perfect attendance Students Demonstrate: decrease in total days absent, time spent in Attendance Camp	Weekly attendance checks during whole group meeting attendance rewards reported on class/grade level newsletters recognition at Awards Ceremonies	principal's fund Partners in Education donations 20 day money

Increase the total percentage of students categorized as on or above grade level in Reading on the Georgia Milestones EOG to 70% in each grade level 3, 4, 5, at the end of the 2019 school year.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Planning	All	1. Align assessments and lesson plans to the rigor of the Georgia Standards of Excellence (GSE).	vetted common assessments	School Leaders Demonstrate: dedicated time to plan & vet assessments, training and support on targeted gradebooks & Infinite Campus	weekly analysis and vetting of common assessments	substitutes
Instruction		2. Continue use of the Scholastic Reading Inventory 3 times a year to monitor Lexile growth.	common assessment weekly results		quarterly review of SRI data	Summer stipend
Assessment		3. Develop common assessments to monitor progress and inform instruction; vet common assessments during weekly grade level meetings.	targeted gradebook	Teachers Demonstrate: use of assessment data to plan instruction, differentiated lessons based on assessment results, academically rigorous plans, increased scores in standards 4 and 8 on the TKES summative assessment	review of universal screening data at regular intervals	Title I, IIb, Vib
Planning & Organization		4. Complete Formative Instructional Practice (FIP) modules (differentiating instruction and academically challenging environment).	SRI & DIBELS data		regularly scheduled unit and assessment planning time	General Fund
Professional Learning		5. Provide professional learning on depth of knowledge (DOK) and increasing DOK levels.	PL agendas and sign-in sheets		TKES observations	L4GA
		6. Continue implementation of Thinking Maps.	Learning Target Calendar		monthly Focus Walks	Literacy coach
		7. Provide professional development on differentiated instruction and planning for diverse students.	Common Assessment notebooks	Students Demonstrate: use of individual Lexile score to self-select reading material, use of individual Thinking Maps for specific purposes		
		8. Provide professional development on developing academically challenging plans and formative assessments.	FIP certificates			

Increase the percentage of students with disabilities scoring a level II or above on the Reading Milestones EOG from 39% in 2018 to 42% in 2019 to 45% in 2020; in Math from 56% in 2018 to 60% in 2019 to 64% in 2020.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Planning	Students with Disabilities	1. Provide professional learning on co-teaching strategies and resource classroom strategies for Special Education and regular education teachers. 2. Allow special education teachers to join unit planning in the content areas of focus with the regular education teachers. 3. When possible, adjust schedules to allow special education teachers to become content area specialist's in reading or math.	IEP goals and objectives professional learning agendas and sign-in sheets	School Leaders Demonstrate: planning effective professional learning Teachers Demonstrate: implementation of professional learning strategies Students Demonstrate: multiple learning opportunities and support for remediation and acceleration	progress monitoring data reviewed at regular, frequent intervals Universal Screening 3 times a year TKES observations lesson plans monthly Focus Walks	L4GA Grant funds Title I, IIb, VI General Fund Gap Close consultant
Instruction						
Assessment						
Planning & Organization						
Professional Learning						

Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
differentiated instruction	Summer 2018; ongoing 2018-2019	L4GA grant, RESA and DOE staff, Literacy Specialist, math coach, administrators	administration, Literacy Specialist, RESA consultations, academic coaches	TKES observations monthly Focus Walks coaching meetings weekly lesson plans	Targeted Gradebook regularly scheduled, rigorous common assessments analyzed work samples
academic rigor and depth of knowledge	Summer 2018; ongoing 2018-2019	L4GA grant, title funds,	RESA and DOE staff, academic coaches, administrators, teacher leaders	TKES observations monthly Focus Walks coaching meetings weekly lesson plans	common assessment notebook, data notebook
job embedded coaching (Professional Learning Communities, whole group PL, district focus walks, etc.)	ongoing 2018-2019	L4GA grant, title funds, general fund	administration, academic coaches, teacher leaders	TKES observations monthly Focus Walks coaching meetings weekly lesson plans	observation notes
co-teaching training	ongoing 2018-2019	General Fund Title funds	administration, GLRS and DOE consultants	TKES observations, monthly Focus Walks, collaborative planning times, weekly lesson plans	Targeted Gradebook, meeting agendas and sign-in sheets

Division of School and District Effectiveness | School Improvement PLAN

Parent Engagement Activities	Timeline	Parent Engagement and Communication			Evaluation Results	Artifacts/Evidence of Impact on Student Learning
		Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible			
PreK Orientation	Fall 2018		V. Reddick			Sign-in sheet, Agenda, and registration packet
Volunteer Orientation	Fall 2018	Title I, Parent Involvement	C. Smith / L. Albert			Volunteer sign-in sheets; duties and responsibilities
Grandparents Night; reading workshop	Fall 2018	Title I, Parent Involvement, SRCL grant funds	C. Smith, grade level teachers, K. Nesmith, L. Albert			sign-in sheets; annotated student work
Parent Chat	Fall 2018, Winter 2019, Spring 2019	Title I, Parent Involvement, General Fund	C. Smith, administration, literacy specialist teachers			agendas, sign-in sheets, resource usage data
Fall Carnival	Fall 2018	General Fund; Partners in Education donations	All faculty & staff			materials purchase orders
Parent Lunch 'n Learns	Fall 2018, Spring 2019	General Fund, Partners in Education Donations	C. Smith, teachers, coaches, administration, L. Albert			resource usage data, agendas, sign in sheets
Parent Academy	Fall 2018, Winter 2019	Title I, Parent Involvement	C. Smith, K. Nesmith			volunteer sign-in sheets; duties and responsibilities; resource usage data
Science Fair	Winter 2019	Title I, Parent Involvement, General Fund	C. Smith, science faculty, administration			scoring rubric; participation data; growth rubric
Milestones Prep Night	Winter 2019	Title I, Parent Involvement, General Fund	C. Smith, K. Nesmith, faculty & staff, administration, coaches			materials usage data, online resource login data, instructional practice surveys
MathFest/Math Fun Night	Spring 2019	Title I, Parent Involvement, General Fund	C. Smith, math faculty, teachers and staff, administration			math universal screening data, sign in sheets
Muffins for Moms/Donuts for Dads	Spring 2019	General Fund, Partners in Education donations	C. Smith, faculty and staff			sign-in sheets, agenda
5 th Grade Transition; PCMS Tour & Parent meeting	Spring 2019		C. Smith, faculty and staff, administration			sign-in sheets, agendas, study guides, student handbooks
Kindergarten Transition	Spring 2019		C. Smith, kindergarten faculty and staff, administration			sign-in sheets, agendas, student handbooks

SCHOOLWIDE IMPROVEMENT PLAN (SIP)

TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL: Pelham City Middle School – John Hamilton, Principal
NAME OF DISTRICT/SUPERINTENDENT: Pelham City Schools – Floyd Fort, Superintendent
☐ Comprehensive Support School ☐ Targeted Support School ☒ Schoolwide Title I School ☐ Targeted Assistance Title I School ☐ Non-Title I School ☐ Opportunity School

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

(Title I Schools only)

Date _____

[illegible]

Please indicate the programs that are consolidated in this plan:

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase the Lexile scores of all students grades 6-8	SRI Georgia Milestones	Teachers Paraprofessionals Literacy Specialist Administration	Georgia Milestones Student Reports SRI Parent Report AR Reports
Increase the number of students scoring 3 and 4 on the Georgia Milestones Test	Georgia Milestones Test Scores CCRPI Data	Teachers Paraprofessionals Literacy Specialist Administration	Georgia Milestones Student Reports Report Cards Progress Reports SRI Reports
Decrease the number of students missing 6 or more days	Infinite Campus attendance	Teachers Paraprofessionals School Counselor Administration	Attendance Letters Progress Reports

Division of School and District Effectiveness | School Improvement PLAN

The percentage of 6th grade students achieving a Lexile measure greater than or equal to 925 will increase from 50% in 2016-17 to 52% in 2017-18 to 55% in 2018-19.

The percentage of 7th grade students achieving a Lexile measure greater than or equal to 970 will increase from 67% in 2016-17 to 70% in 2017-18 to 73% in 2018-19.

The percentage of 8th grade students achieving a Lexile measure greater than or equal to 1050 will increase from 75% in 2016-17 to 78% in 2017-18 to 80% in 2018-19.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Professional Learning Instruction Curriculum Planning Assessment	All Students	After school tutoring, Saturday school, and summer school will be provided to those students needing extra help or credit recovery.	Results from GA Milestone SRI Data Report Cards Tutoring/Saturday school/Summer School attendance	School Leaders Demonstrate: Knowledge of reading strategies implemented Teachers Demonstrate: Teachers will describe opportunities and instructional strategies used to help at-risk students. Students Demonstrate: Proficiency in reading on the Georgia Milestones Test	- Central Office - Administration	L4GA grant, Title monies, general fund, school snack cart, principal's fund

We will increase the percentage of students scoring 2, 3, or 4 on the 6th grade Reading/ELA EOG from 48% in 2018 to 54% in 2019 to 60% in 2020.

We will increase the percentage of students scoring 2, 3, or 4 on the 6th grade Math EOG from 76% in 2018 to 78% in 2019 to 81% in 2020.

We will increase the percentage of students scoring 2, 3, or 4 on the 7th grade Reading/ELA EOG from 57% in 2018 to 60% in 2019 to 63% in 2020.

We will increase the percentage of students scoring 2, 3, or 4 on the 7th grade Math EOG from 73% in 2018 to 77% in 2019 to 80% in 2020.

We will increase the percentage of students scoring 2, 3, or 4 on the 8th grade Reading/ELA EOG from 81% in 2018 to 84% in 2019 to 88% in 2020.

We will increase the percentage of students scoring 2, 3, or 4 on the 8th grade Math EOG from 81% in 2018 to 84% in 2019 to 88% in 2020.

We will increase the percentage of students scoring 2, 3, or 4 on the 8th grade Social Studies EOG from 88% in 2018 to 90% in 2019 to 92% in 2020.

We will increase the percentage of students scoring 2, 3, or 4 on the 8th grade Science EOG from 79% in 2018 to 83% in 2019 to 85% in 2020.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Curriculum Planning Assessment	All Students	Time will be allotted monthly during whole group meetings for vertical teaming. (Second Wednesday of the month)	Agendas	School Leaders Demonstrate: Planning effective professional learning	TKES Observations	L4GA grant, Title monies, general fund, school snack cart, principal's fund
		Curriculum documents will be designed and resources aligned with the required standards	Meeting Minutes		Focus Walks	
		Rigorous Formative Assessments developed	Assessments		Review of Lesson Plans	
		Student work will be analyzed by teachers during vertical planning to provide descriptive feedback on standards and learning targets	Pacing Guides	Teachers Demonstrate: Implementation of research-based strategies and differentiate instruction based on student needs	Agendas and sign in sheets from PL days	
		One full-time English/Math staff member to assist with interventions and instruction for high-risk students. Students will be served using online programs Odyssey Ware, IXL, Language Live, and iStation	Unit Plans			
		Instruction that includes differentiation and higher order/problem solving skills is prevalent in all content areas	Benchmarks			
		Addition of one 6 th grade math class-size reduction teacher and one 7 th grade reading class-size reduction teacher	GA Milestones Results	Students Demonstrate: Proficiency in all areas of the Georgia Milestones Test		
		Addition of two paraprofessionals	SRI Data			
		Assesslets	Report Cards			
		Addition of a System-wide Literacy Coordinator to assist Reading/ELA teachers	Tutoring/Saturday School/Intercession Attendance			
		Science Fusion program to implement new Science curriculum and standards				
		Purchase of new Social Studies textbooks to support new standards				

Division of School and District Effectiveness | School Improvement PLAN

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Curriculum Planning Assessment	All Students	Computer-based programs: IXL Computer Program Brain Pop USA Testprep KUTA on-line math iStation Learning Blade Language Live Odysseyware	Results from Georgia Milestones Test SRI Data Report Cards Tutoring/ Intervention/ Saturday School Attendance	School Leaders Demonstrate: Knowledge of reading strategies implemented Teachers Demonstrate: Teachers will describe opportunities and instructional strategies used to help at-risk students Students Demonstrate: Proficiency in all areas of the Georgia Milestones Test	- Central Office - Administration	Title monies, general fund, principals fund

We will decrease the number of 6-8th grade students missing 10% or more of their enrolled class days from 8.64% in 2018 to 6% in 2019 to 5% in 2020.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Family and Community Involvement	All	Fully implement PBIS along with continuing the following positive behavior rewards: • Peace Days • Field Day • Dance • Homeroom Rewards • Free game passes • Prizes during lunch • Movie/Popcorn afternoon All Day Every Day dress down passes Monthly incentives for perfect attendance	Discipline Reports (Infinite Campus and SWIS) Awareness Walk results Infinite Campus Attendance Data	School Leaders Demonstrate: Teachers can explain how rewards are used to positively impact behavior Students Demonstrate: Increased student achievement as a result of better attendance Increased student achievement as a result of increased in-class time due to decrease in referrals	Review of discipline and attendance data	Title monies, general fund, school snack cart, principal's fund

Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Curriculum and Unit Planning Writing Centers Literacy Strategies	Summer 2018	L4GA Grant Consultants District Literacy Specialist	K. NeSmith John Hamilton Lisa Albert Reading/ELA Teachers	TKES Observations Focus Walks Peer Observations	Student work samples Lesson plans Unit notebooks
Content Area Planning	August 2018-May 2019	General Funds Title Funds	John Hamilton Vince Frosteg	Standard Checklists Agendas & Sign In Sheets	Student data charts Student grouping
Classroom Management Poverty Training	August 2018-May 2019	General Fund Title Funds	John Hamilton Vince Frosteg RESA	Infinite Campus referrals Climate Surveys Review of Lesson Plans TKES Observations	Number of referrals Number of Peace Days
Science Fusion Writing Training Writing in Content Areas	August 2018-May 2019	General Funds Title Funds L4GA	John Hamilton Vince Frosteg All Teachers	TKES Observations Focus Walks Peer Observations	Student work samples Lesson Plans Unit notebooks STEM Occupations

Parent Engagement and Communication

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<i>Social Studies Night</i> <i>Reading/ELA Night</i> <i>Science Fair</i> <i>Math Fest</i> <i>Open House/Parent Conferences</i>	<i>August 2018-May 2019</i>	<i>Title I</i> <i>Parent Involvement Funds</i>	<i>C. Smith</i> <i>K. NeSmith</i> <i>Administrators</i> <i>Faculty/Staff</i>		<i>Sign-in Sheets</i> <i>Agendas</i>
<i>Muffins for Moms</i> <i>Doughnuts for Dads</i>	<i>Spring 2019</i>	<i>Title I</i> <i>Parent Involvement Funds</i>	<i>C. Smith</i> <i>K. NeSmith</i> <i>Administrators</i>		<i>Sign-in Sheets</i> <i>Agendas</i>
<i>Parent Lunch and Learn</i> <i>Thanksgiving Dinner</i>	<i>August 2018-May 2019</i>	<i>General Fund</i>	<i>C. Smith</i> <i>K. NeSmith</i> <i>Administrators</i> <i>Faculty/Staff</i>		<i>Sign-in Sheets</i> <i>Agendas</i>

a School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

Statewide Longitudinal Data System (SLDS) – <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>

SCHOOLWIDE IMPROVEMENT PLAN (SIP)

TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:	
Pelham High School/Dr. Clark Harden	
NAME OF DISTRICT/SUPERINTENDENT:	
Pelham City/Mr. Floyd Fort	
☐ Comprehensive Support School	☐ Targeted Support School
☐ Non-Title I School	☐ Opportunity School
☐ X-Schoolwide Title I School	☐ Targeted Assistance Title I School

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent [Signature] Date 9/28/18
 Principal Supervisor [Signature] Date 9/28/18
 Principal [Signature] Date 9/28/18
 Title I Director [Signature] Date 9/28/18
 (Title I Schools only)

Planning Committee Members

Name	Position/Role	Signature
Dr. Clark Harden	Principal	<u>[Signature]</u>
Mrs. Nikki Smith	Assistant Principal	<u>[Signature]</u>
Mrs. Sara Wingate	Assistant Principal	<u>[Signature]</u>
Mrs. Kimberly Wilkins	Department Head	<u>[Signature]</u>
Mr. David Todd	Department Head	<u>[Signature]</u>
Mrs. Nichole Bulloch	Department Head	<u>[Signature]</u>
Mrs. Angela Everson	Department Head	<u>[Signature]</u>
Mrs. Susan Prince	Department Head	<u>[Signature]</u>
Mrs. Josi Lewis	Counselor	<u>[Signature]</u>

Title I only
 The Letter of Intent for Title I Schoolwide was submitted on _____.
 Please indicate the programs that are consolidated in this plan: _____

Needs Assessment/ Data Review Results (SWP 1, 10, 11, 12, 13, 16, 17)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase Lexile Scores	Georgia Milestones CCRPI data SRI data SLDS	Administrators Faculty	Georgia Milestones Student Reports SRI parent report
Increase the number of students scoring 2, 3, and 4 on the Georgia Milestones Test.	Georgia Milestones CCRPI data SLDS	Administrators Faculty	Georgia Milestones Student Reports Progress/Report Cards Intercession Letters
Increase graduation rate	CCRPI data	Administrators Faculty Counselor	Progress/Report Cards Intercession Letters
Increase the number of students passing the End of Pathway exam in CTAE	CCRPI data NOCTI, Certipoint, & Precision Exam data	Administrators CTAE faculty Counselor	Invitation to CTAE Awards banquet Facebook
Decrease the number of students missing more than 6 days	CCRPI data SLDS Infinite Campus attendance NEST data	Administrators Faculty Counselor	Progress/Report Cards Attendance Letters Intercession Letters Administrative Phone Calls
Decrease the total number of yearly discipline referrals	Infinite Campus discipline data OR data SWIS data	Administrators Faculty Counselor PBIS Team	Discipline Letters Administrative Phone Calls Admin/Parent Meetings

SMART GOALS #1-5 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

We will increase the percentage of students scoring 2, 3, or 4 on the Ninth Grade Literature EOC and American Literature EOC from 77% in 2018 to 78% in 2019 to 79% in 2020 to 80% in 2021.

We will increase the percentage of students scoring 2, 3, or 4 on the Coordinate Algebra EOC and Analytic Geometry EOC 78% in 2018 to 79% in 2019 to 80% in 2020 to 81% in 2021.

We will increase the percentage of students scoring 2, 3, or 4 on the Biology EOC and Physical Science EOC from 81% in 2018 to 82% in 2019 to 82.5% in 2020 to 83% in 2021.

We will increase the percentage of students scoring 2, 3, or 4 on the U.S. History EOC and Economics EOC from 76% in 2018 to 77% in 2019 to 77.5% in 2020 to 78% in 2021.

We will increase the percentage of students in 9th Grade Literature and American Literature demonstrating reading comprehension at or above the midpoint (1155 for 9th and 1285 for 11th) of the College & Career Ready "Stretch" Lexile Band from 51% in 2018 to 52% in 2019 to 53% in 2020 to 54% in 2021.

The state provides disaggregated data for EOC. PHS teachers and administrators further analyze and disaggregate the results in order to provide necessary safety nets and interventions for students. The PHS teachers, administration, and leadership team share the responsibility of disaggregating and analyzing results in order to make necessary instructional adjustments and plan interventions. Data team checks to ensure validity and reliability of assessment results for each category before the state disaggregates the assessment results. EOC data is valid and reliable according to state testing criteria. Disaggregated data is reported to the faculty and staff, Student Council, Leadership Team, local school board, newspaper, and is also reported by the State of Georgia.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction	Sub groups	Summer school will be offered for students who failed a course. Credit Repair will be offered to students with a final grade from a 60-69. Credit Recovery will be available to students with a grade lower than 60.	Roster	Teachers will identify students who did not meet passing criteria	Summer school - three weeks during June Credit repair/recovery - each nine weeks	
Instruction	Sub groups	NEST is offered Monday – Thursday for students to receive remediation. Targeted remediation is offered Monday – Friday during HELO (50-minute period)	Data notebook (Helo log)	Teachers will use standard check data and quartile data to determine students who need remediation	Administration will check data notebooks and teachers will report during department meetings	
Instruction	All	Departments meet bi-weekly and are responsible for monthly professional learning	PLC agendas and minutes	Teachers will implement new learning. Evidence can be seen in observations and lesson plans.	Administration attend monthly PLC meetings	

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction	All	Use of instructional software and other resources in classrooms and computer labs to differentiate instruction based on student needs either to enrich or close learning gaps that currently exist. The System Instructional Support Coordinator (SISC) will work with teachers to review data and coordinate interventions. • Step Up To Writing • Odysseyware • Language Live • Rewards • USA Test Prep • Kuta • IXL • SmartBoard & Smartview to design engaging lessons	Student reports from Odysseyware and teacher lesson plans (blended learning & differentiation)	Teachers will identify how Odysseyware can be incorporated in the classroom to provide remediation and/or extension.	Ongoing	

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Professional Learning, Instruction	All	Differentiation of instruction/content - Odysseyware - Differentiation redelivery - Professional learning	Meeting agenda, lesson plans, common language among staff	Teachers can describe and perform different modes of instruction	Dept. Collaboration	
Curriculum Planning, Assessment, Instruction, Professional Learning, Leadership	All	Teachers (1 ELA ½ time teacher, 1 Math ½ time – intervention only) will be hired to assist with interventions and instruction for high-risk students. Students will be served in the computer lab using the online program, Odysseyware.	Student RTI data	Teachers can implement effective teaching strategies and differentiate instruction based on individual student needs.	Ongoing Administration	
Instruction Leadership Professional Learning Curriculum Assessment	All	Send a team of teachers to GLSI and meet regularly as a District Leadership Team to focus on data and build leadership capacity.	Agenda/minutes	Data Room Leadership Team	Ongoing	
Professional Learning Instruction	All	Special education teachers will take the GACE in the content area in which they provide supportive instruction.	GACE Test Scores	Special Education teachers will be content certified	Ongoing	

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum, Planning, Assessment, Instruction, Professional Learning	All	• Close Reading • Vocabulary Development • Reading/Writing across the curriculum • Formative Assessments • Instructional supplies for all content areas • Interactive Notebooks	Raised Lexile levels	Students read, comprehend, and discuss novels/concepts with depth of knowledge.	Daily Faculty	
Curriculum, Planning, Assessment, Instruction, Professional Learning	All	Standard Checks – Targeted instruction by teachers from formative assessments using a variety of instructional strategies added with supplemental resources.	Created standard checks	Data collected in data notebooks	Weekly Faculty	
Curriculum, Planning, Assessment, Instruction, Professional Learning	All	Contract with Georgia Center for Assessment (GCA) to provide support in analyzing students' writing using ELA Assesslets (1-3 times per year). On-site professional learning will be provided by GCA, if needed.	Summary from Assesslets	Increased student score on 9 th Literature and 11 th Literature	1-3 times per year	

SMART GOAL #6 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

We will increase the graduation rate from: 90.2% in 2018 to 90.3% in 2019 to 90.4% in 2020 to 90.5% in 2021.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Planning, Assessment Instruction, Professional Learning	All	• After-school tutoring • Credit recovery • Credit Repair • Summer school • Online test preparation • HELO • NEST	Common assessments, data analysis, minutes from meetings, targeted interventions, collaboration agenda	Students demonstrate mastery of the standards. Teachers can identify students who have not met the standards. Data Notebook	Every 4 ½ weeks Administration, counselor, and faculty	
Family & Community Engagement	All	Community engagement in Infinite Campus training	Sign-in sheets	Parents can demonstrate navigating the parent portal.	August/January	
Family & Community Engagement	All	Contact Log	Log	Parent surveys will reflect a change in positive feedback	Monthly	

SMART GOAL #7 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

We will increase the CTAE End-of-Pathway Assessment pass rate from: 88% in 2018 to 89% in 2019 to 90% in 2020 to 91% in 2021.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum planning, assessment instruction, professional learning	All	- After-school tutoring - Credit recovery - Test preparation software	Test Results	Test Results	Completion of pathway courses	
	All	Training on specialized online curriculum and test preparation software	Workshop agenda	Teachers can utilize online curriculum and specialized software.	Ongoing CTAE Teachers	
	All	Credit recovery will be offered for students who fail a course needed for pathway completion	Roster alignment	Teachers will identify students who did not meet passing criteria.	After-school on case-by-case basis CTAE Teachers	
Curriculum, planning, assessment, instruction	3 rd Level Pathway Students	CTAE teachers will use test preparation materials designed for their respective tests and standard checks during the third level course of the pathway as reviews for the EOPA.	Test Prep Materials and Standard Checks	Test Results	CTAE Teachers	

SMART GOAL #8 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

We will decrease the total number of school year discipline referrals from 135 in 2018 to 128 in 2019 to 121 in 2020 to 114 in 2021.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Family & Community Engagement	All	Reward for no discipline referrals	Roster	SWARM Celebration, Pictures on Bulletin Board and Facebook, announcements	Office staff/students	
	All	Opportunity room assignment	OR attendance sheets	Students will be able to describe how their OR experience will help them make better choices.	PHS Faculty/Staff	
	All	Phase I Implementation of PBIS (Monthly PBIS updates)	Swis Data	Agenda & Sign in Sheets	PBIS Team	
	All	Behavior RTI Tier 2: Check-in/Check-out Tier 3: ABE Modules	Check-in/out data; completion of modules	Use of interventions to improve classroom behavior	Admin/teachers	

SMART GOAL #9 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

We will decrease the number of students missing more than 6 days from 143 in 2018 to 136 in 2019 to 128 in 2020 to 121 in 2021.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Family & community engagement	All	Reward for perfect attendance	Roster	SWARM Celebration/Pictures on Bulletin Board and Facebook	Office staff/students	
	All	After-school (NEST)	Attendance records, sign-in log	Fewer absences, higher test scores	Weekly or as needed Attendance clerk	

Professional Learning Plan to Support School Improvement Plan
(SWP 3)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Formative Assessments	August 2018 to May 2019	General Funds and Title Funds	Administration Faculty	TKES Observations Focus Walks	Data Notebook Lesson Plans
Co-Teaching	August 2018 to May 2019	General Funds and Title Funds	Administration Faculty	TKES Observations Focus Walks	Lesson Plans
Instructional Strategies	August 2018 to May 2019	General Funds and Title Funds	Administration Faculty	Department Meetings; Whole Group Faculty Meetings; PLCs	Lesson Plans
PBIS Training	August 2018 to May 2019	General Funds and Title Funds	PBIS Team	Whole Group Faculty Meetings, Monthly PBIS Meetings	Agenda, Minutes, SWIS data