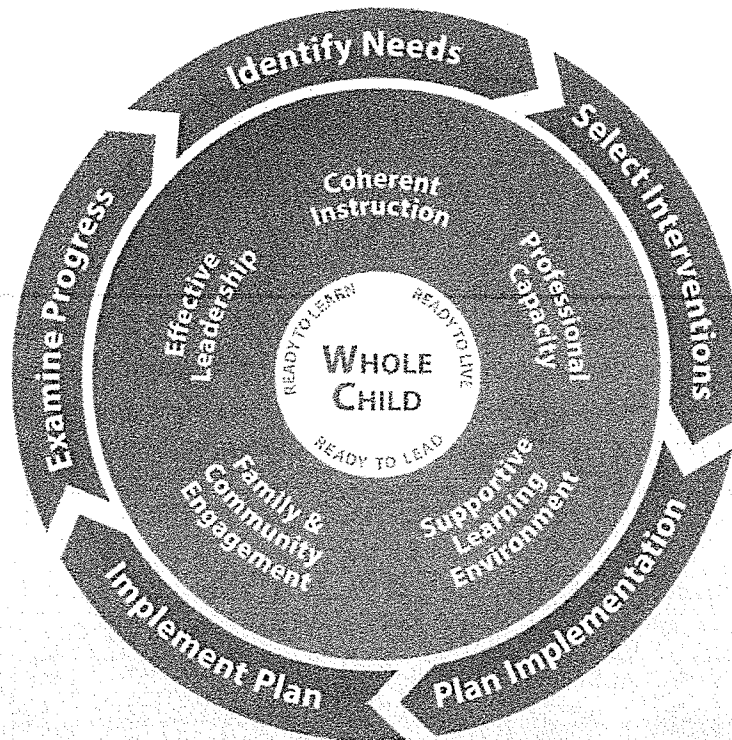**Georgia Department of Education**

District Improvement Plan
2018 - 2019

Pelham City

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Pelham City
Team Lead	Kimberly NeSmith

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that appy)	
✓	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that appy)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

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 Environement.

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 |

An example of a SMART goal is:
By the end of the school year 2017 - 2018, all teachers will heave 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 supplmental 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 Quaility 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

2. DISTRICT IMPROVEMENT GOALS

2.2 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	#1 Improve student proficiency in all content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers do not know how to effectively address gaps in learning while teaching grade-level standards and accelerating advanced students.
Root Cause # 2	Teachers need additional PL and resources to personalize learning (differentiate instruction) and increase rigor.
Goal	By the end of the 2018-2019 school year, the percent of students scoring at Proficiency and Above on the GA Milestones EOC/EOG will increase by 2%.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
Content Area(s)	ELA
Grade Level Span(s)	3 4 5 6 7
Subgroup(s)	Race / Ethnicity / Minority
Equity interventions	EI-4 Identify, recruit and equitably assign effective teachers and effective school leaders

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 implementating in carrying out this action step(s)?	

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

Action Step # 1

Subgroups	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
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
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 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

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 OverarchingNeed # 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

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 implementating in carrying out this action step(s)?	

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 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

Action Step # 3

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

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
Timeline for Implementation	Monthly

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
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