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*   X *Schoolwide Title 1 School*   ☐ *Targeted Assistance Title 1 School*
☐ *Non-Title 1 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	_(signature)_	Date 10/18/21
Principal Supervisor	_(signature)_	Date 10/18/21
Principal	_(signature)_	Date 10/1/21
Title 1 Director	Vincent _(signature)_	Date 10/1/21
(Title 1 Schools only)		

Planning Committee Members

Name	Position/Role	Signature
Dr. Clark Harden	Principal	_(signature)_
Mrs. Sara Wingate	Assistant Principal	_(signature)_
Ms. Kimberly Wilkins	Department Head	_(signature)_
Mrs. Jean Beck	Department Head	_(signature)_
Mrs. Nichole Bulloch	Department Head	_(signature)_
Mrs. Angela Everson	Department Head	_(signature)_
Mrs. Susan Prince	Department Head	_(signature)_
Mrs. Susie Pollock	Department Head	_(signature)_
Mrs. Josi Lewis	Counselor	_(signature)_

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
Increase graduation rate	CCRPI data	Administrators Faculty Counselor	Progress/Report Cards Credit Recovery Letters
Increase the number of students passing the End of Pathway exam in CTAE	CCRPI data NOCTI, Certiport, & Precision Exam data	Administrators CTAE faculty Counselor	Invitation to CTAE Awards banquet Facebook
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
Tardiness & Absenteeism	Infinite Campus Data	Administrators Faculty Counselor	Attendance 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 American Literature EOC from 74% in 2021 to 75% in 2022 to 77% in 2023 to 80% in 2024.

We will increase the percentage of students scoring 2, 3, or 4 on the Coordinate Algebra EOC from 55% in 2021 to 65% in 2022 to 70% in 2023 to 75% in 2024.

We will increase the percentage of students scoring 2, 3, or 4 on the Biology EOC from 56% in 2021 to 65% in 2022 to 71% in 2023 to 75% in 2024.

We will increase the percentage of students scoring 2, 3, or 4 on the U.S. History EOC from 50% in 2021 to 55% in 2022 to 60% in 2023 to 65% in 2024.

We will increase the percentage of students in American Literature demonstrating reading comprehension at or above the midpoint (1285) of the College & Career Ready "Stretch" Lexile Band from 44.6% in 2021 to 47% in 2022 to 50% in 2023 to 54% in 2024.

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. NEST is offered Monday – Thursday for students to receive remediation.	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	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 during professional learning days. Principal PL is also scheduled once a month. Time is allotted to work on curriculum maps and unit notebooks.	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. • Actively Learn • Odysseyware • Language Live • USA Test Prep • Kuta • IXL • Tumble Books & Open E Books • Quizlet Premium Content • SmartBoard & Smartview to design engaging lessons • Teachers Pay Teachers • Snowflake • Youth Science • Quizizz	Student reports from instructional software and teacher lesson plans (blended learning & differentiation)	Teachers will identify how instructional software can be incorporated in the classroom to provide remediation and/or extension.	Ongoing Faculty and SISC	

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 • Instructional Software • Differentiation redelivery • Professional learning • Chromebooks/Ipads	Meeting agenda, lesson plans, common language among staff	Teachers can describe and perform different modes of instruction	Dept. Collaboration All teachers and administration	
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 GLISI 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 and content teachers will take the GACE in the content area in which they provide instruction.	GACE Test Scores	All 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 • Coach Books • Instructional supplies for all content areas • Interactive Notebooks • Novels & Periodicals • Literacy Strategies for Math • ACT & SAT Prep	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	

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

We will increase the graduation rate from: 86.1% in 2020 to 87% in 2021 to 88% in 2022 to 89% in 2023.

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 • Attendance Repair	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 virtual platforms	Sign-in sheets	Parents can demonstrate navigating virtual platforms.	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 71% in 2021 to 72% in 2022 to 73% in 2023 to 74% in 2024.

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/repair • Test preparation software	Test Results	Test Results	Completion of pathway courses	
Professional Development	All	Training on specialized online curriculum and test preparation software	Workshop agenda	Teachers can utilize online curriculum and specialized software.	Ongoing CTAE Teachers	
Instruction	All	Credit recovery/repair 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	3rd 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 60 in 2020 to 58 in 2022 to 55 in 2023 to 53 in 2024.

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	
Family & Community Engagement	All	Opportunity room assignment	OR attendance & OR data SWIS Data	Students will be able to describe how their OR experience will help them make better choices.	PHS Faculty/Staff	
	All	Phase II Implementation of PBIS (Monthly PBIS updates)	Check-in/out data; completion of modules	Agenda & Sign in Sheets	PBIS Team	
	All	Behavior RTI Tier 2: Check-in/Check-out Tier 3: ABE Modules		Use of interventions to improve classroom behavior	Admin/teachers	
	All	Incorporating Capturing Kids' Hearts	Social Contract & Affirmations	Students can discuss the impact of KCH.	PHS Faculty/Staff	

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
Technology	July 2021 to May 2022	General Funds and Title Funds	Administration Faculty	Curriculum Maps, Focus Walks, Lesson Plans, TKES Observations	TKES Evaluations, EOC & SGM Scores; Formative assessment data in data notebook
Social-Emotional Learning	July 2021	General Funds and Title Funds	Administration Faculty	Focus Walks, TKES Observations, Department Meeting minutes	Agenda, Minutes, SWIS data
Co-Teaching & Inclusion	July 2021 to May 2022	General Funds and Title Funds	Administration Faculty	TKES Observations; Focus Walks; Impact Checks; Lesson Plans; Notes from Coaching Meetings	Formative Assessment data in data notebook; Increase in SWD subgroup on EOC scores
Differentiated Instructional Strategies	July 2021 to May 2022	General Funds and Title Funds	Administration Faculty	Department Meetings; Whole Group Meetings; Focus Walks; Impact Checks; Lesson plans; TKES Observations; Agendas & minutes; Peer Observation Forms; PLCs	Formative Assessment data in data notebook; EOC & SGM scores
PBIS Training	July 2021 to May 2022	General Funds and Title Funds	PBIS Team	Whole Group Faculty Meetings, Monthly PBIS Meetings	Agenda, Minutes, SWIS data

Highly Qualified Staff
(SWP 3, 5)

All course are taught by highly qualified staff. _No_____ (Yes or no)

     If no, explain

List efforts to recruit highly qualified teachers to your school.

Parker, Linda <lparker@pelham-city.k12.ga.us>

Fwd: SIP
1 message

Frosteg, Vincent <vfrosteg@pelham-city.k12.ga.us>   Tue, Sep 7, 2021 at 8:26 AM
To: Linda Parker <lparker@pelham-city.k12.ga.us>

---------- Forwarded message ---------
From: **Wingate, Sara** <swingate@pelham-city.k12.ga.us>
Date: Mon, Aug 23, 2021 at 11:40 AM
Subject: SIP
To: Frosteg, Vincent <vfrosteg@pelham-city.k12.ga.us>, Clark Harden <charden@pelham-city.k12.ga.us>

See attached

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Sara Wingate
PHS Assistant Principal of Instruction
PHS Math Teacher

A Commitment to Educational Excellence Every Day in Every Way

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Vince Frosteg
Director of Teaching & Learning
Pelham City Schools Charter System

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📄 **School Improvement Plan 2021-2022.docx**
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