

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

Pelham City Middle School – Kimberly NeSmith, Principal

NAME OF DISTRICT/SUPERINTENDENT:

Pelham City Schools – Floyd Fort, Superintendent


Comprehensive Support School *Targeted Support School* *XSchoolwide Title 1 School* *Targeted Assistance Title 1 School*
Non-Title 1 School *Opportunity School*

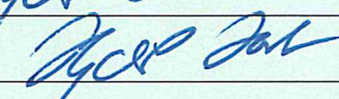
DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

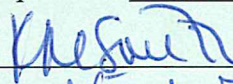
Advancing Leadership | Transforming Schools

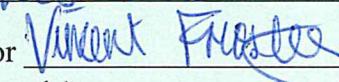
All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

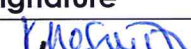
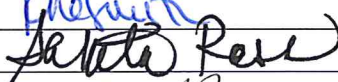
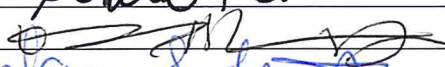


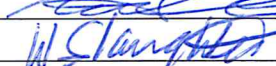
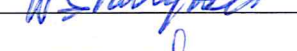
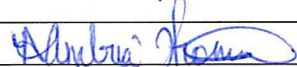



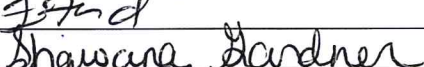
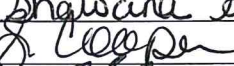

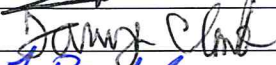

Superintendent  Date 10/18/21

Principal Supervisor  Date 10/18/21

Principal  Date 9/17/2021

Title 1 Director  Date 9/28/21
(Title 1 Schools only)

Planning Committee Members

Name	Position/Role	Signature
Kimberly NeSmith	Principal	
Sakita Ross	Asst. Principal	
Danielle Williamson	Counselor	
Samantha Leverette	6 th Grade Math	
Nick Snellgrove	6 th Grade Social Studies	
Wade Slaughter	6 th -8 th Grade Social Studies	
Terra Solomon	6 th -7 th Grade Exceptional Students Services	
D' Ambria Thomas	Business Education	
Dustin Green	7 th Grade ELA	
Diana Whitaker	8 th Grade ELA	
Frances Ford	6 th & 8 th Grade Exceptional Students Services	
Shawana Gardner	7 th Grade Science	
Shandoria Cooper	5 th Grade ELA and Social Studies	
Leathia Williams	5 th Grade ELA and Social Studies	
Tanya Clark	Speech Pathologist	
Teresa Rackley	Media Specialist & 8 th Grade AC Science	

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

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase the Lexile scores of all students grades 5-8	RI Acadience ORF (5 th only) Georgia Milestones (SY21)	Teachers Paraprofessionals Literacy Coach Instructional Support Coordinator Administration	Georgia Milestones Student Reports (SY21) RI Parent Reports BEACON Score Reports
Increase the number of students scoring 2, 3, and 4 on the Georgia Milestones Test	Georgia Milestones (SY21)	Teachers Paraprofessionals Literacy Coach Math Coach Instructional Support Coordinator Administration	Georgia Milestones Student Reports (SY21) Report Cards Progress Reports RI Reports BEACON Score Reports
Increase Climate Star Rating Score by decreasing office discipline referrals and # days ISS and OSS.	Infinite Campus ODRs SWIS Data ABE Data Climate Surveys Dojo Points	Teachers Paraprofessionals School Counselor Administration Consultants	Discipline Referral Letters Climate Star Rating (SY19) PBIS Celebrations Class Dojo

Division of School and District Effectiveness | School Improvement PLAN

The percentage of 5th grade students achieving a Lexile measure greater than or equal to 850 (920 target) will increase from 56% in 2020-21 to 58% in 2021-22.
 The percentage of 6th grade students achieving a Lexile measure greater than or equal to 925 (997 target) will increase from 42% in 2020-21 to 45% in 2021-22.
 The percentage of 7th grade students achieving a Lexile measure greater than or equal to 970 (1045 target) will increase from 51% in 2020-21 to 53% in 2021-22.
 The percentage of 8th grade students achieving a Lexile measure greater than or equal to 1010 (1097 target) will increase from 62% in 2020-21 to 65% in 2021-22.

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	<p>Implement the non-negotiables in the district literacy plan: front-load vocabulary using images when possible, small group instruction, writing across content areas 2-3 times per week with feedback at least once a week, use of PALS and time on text (Membean for voc)</p> <p>Use content-specific magazines for high-interest articles for students to read: Scholastic Scope, Jr. Scholastic, and Science World.</p> <p>Grade-level Content meetings on Tuesdays. Data days on 4th Monday. Vertical content meetings after school once a month on Wednesdays.</p> <p>Administer the RI three times a year, and use red, yellow, and green folders and post-it notes to document students' performance. Choose 2-3 students to "target" for Lexile growth. Use Lexile information to select text for all students to assist in growth.</p> <p>Use SHARPIE (Schools-Homes are Respected Partners in Education) meetings to highlight students' current Lexile and provide activities for parents to use at home to improve reading comprehension. Parents will set SMART goals for students' Lexile growth.</p> <p>Assign Reading ISIP Monthly</p> <p>WIN, Seeing Stars, and RTI will be used to help those students needing extra help or credit recovery.</p>	District Literacy Plan Lesson Plans Classroom Observations PL Agenda Results from GA Milestone BEACON Data RI Data Report Cards SHARPIE Istation	<p>School Leaders Demonstrate: Knowledge of reading strategies implemented</p> <p>Teachers Demonstrate: Teachers will describe opportunities and instructional strategies used to help at-risk students.</p> <p>Students Demonstrate: Proficiency in reading on the Georgia Milestones Test</p>	TKES Observations Focus Walks Impact Checks Lexile Growth Lesson Plan Review Istation Student Reports	Title monies, CARES funds, general fund, school snack cart, principal's fund

We will increase the percentage of students scoring 2, 3, or 4 on the Reading/ELA EOG:

5th ELA from 66.3% in SY21 to 67% in SY22
6th ELA from 58.2% in SY21 to 70% in SY22
7th ELA from 57.0% in SY21 to 62% in SY22
8th ELA from 75.5% in SY21 to 76% in SY22

We will increase the percentage of students scoring 3 and 4 on the Reading/ELA EOG:

5th grade 22.1% in 2021 to 25% in 2022
6th grade 15.2% in 2021 to 18% in 2022
7th grade 22.8% in 2021 to 23% in 2022
8th grade 26.5% in 2021 to 27% in 2022

We will increase the percentage of students scoring 2, 3, or 4 on the Math EOG:

5th Math from 56.2% in SY21 to 61.2% in SY22
6th Math from 48.1% in SY21 to 52.1% in SY22
7th Math from 67.9% in SY21 to 70.0% in SY22
8th Math from 40.0% in SY21 to 43% in SY22

We will increase the percentage of students scoring 3 and 4 on the Math EOG:

5th grade from 12.4% in SY21 to 17.4% in SY22
6th grade from 7.6% in SY21 to 11.6% in SY22
7th grade from 11.5% in SY21 to 13.5% in SY22
8th grade from 3.0% in SY21 to 6% in SY22

We will increase the percentage of students scoring 2, 3, or 4 on the 8th grade Social Studies EOG from 50.0% in 2021 to 75% in 2022 (100% AC)

We will increase the percentage of students scoring 3 and 4 on the 8th grade Social Studies EOG from 3.9% in 2021 to 25% in 2022 (75% AC)

We will increase the percentage of students scoring 2, 3, or 4 on the 5th grade Science EOG from 52.4% in 2021 to 60% in 2022

We will increase the percentage of students scoring 3 and 4 on the 5th grade Science EOG from 21.0% in 2021 to 25% in 2022

We will increase the percentage of students scoring 2, 3, or 4 on the 8th grade Science EOG from 37.3% in 2021 to 45% in 2022 (100% AC)

We will increase the percentage of students scoring 3 and 4 on the 8th grade Science EOG from 6.9% in 2021 to 8% in 2022 (23% AC)

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		
<p>Instruction</p> <p>Curriculum Planning</p> <p>Assessment</p>	All Students	<p>Professional Learning Communities will be used during grade level and whole group meetings to discuss effective instructional strategies.</p> <p>Collaborative planning time will be dedicated weekly to design curriculum documents and resources aligned to the required standards and develop rigorous lesson plans.</p> <p>Develop rigorous formative assessments and benchmarks.</p> <p>Analyze student work to provide descriptive feedback on standards and learning targets.</p> <p>Employ RTI teacher to assist with interventions and instruction for high-risk students. Students will be served using online programs: Odysseyware, IXL, Language Live, Prodigy, and iStation.</p> <p>Assign Math ISIP monthly.</p> <p>Instruction that includes differentiation and higher order/problem solving skills will be provided in all content areas.</p> <p>BEACON will be administered at least twice a year.</p> <p>Literacy Coach, Math Coach, System Instructional Support Coordinator will provide coaching and PL to assist teachers and administrators.</p>	<p>Agendas</p> <p>Meeting Minutes</p> <p>Assessments</p> <p>Pacing Guides</p> <p>Unit Plans</p> <p>Lesson Plans</p> <p>Benchmarks</p> <p>GA Milestones Results</p> <p>BEACON Reports</p> <p>RI Data</p> <p>Report Cards</p>	<p>School Leaders Demonstrate: Planning effective professional learning and knowledge of effective instructional strategies.</p> <p>Teachers Demonstrate: Implementation of research-based strategies and differentiate instruction based on student needs</p> <p>Students Demonstrate: Proficiency in all areas of the Georgia Milestones Test</p>	<p>TKES Observations</p> <p>Focus Walks</p> <p>Impact Checks</p> <p>Review of Lesson Plans</p> <p>Agendas and sign in sheets from PL days</p> <p>Curriculum Audit</p> <p>Benchmarks</p> <p>Universal Screeners</p>	<p>Title monies, CARES funds, general fund, school snack cart, principal's fund</p>

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	Virtual field trip opportunities will be provided to students to bring the curriculum to life. Gifted/AC team implemented. Inclusion services and resource opportunities will be provided to exceptional students. Hands-on science activities/experiments will be provided to students regularly in class and with assistance from the media specialist. Use of Thinking Maps across content areas. Primary sources and historical laboratories will be used in social studies classes. C-R-A for math instruction and integration of Standards of Mathematical Practice Curriculum-focused and interest-related clubs will be offered to students during the school day and after school. Integrated technology and computer-based programs will be used to supplement instruction: IXL Brain Pop USA Testprep KUTA on-line math iStation Language Live Odysseyware Nearpod/Gizmo Quizlet Quizziz Stemscoptes GimKit Membean Flocabulary Storyboard That				

Increase Climate Star Rating Score by decreasing office discipline referrals by 10% in 2022 from in 257 in 2020 to 231 in 2022.

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	<p>Fully implement school-wide and classroom PBIS along with positive behavior recognition and Capturing Kids' Hearts (Social Contracts, Good Things, Affirmations, 4 Questions).</p> <p>Clubs will be offered twice a month to encourage students to be team members, participate in activities that lead to social responsibility and community service projects, and to become more well-rounded. Supplies will be purchased to enhance club activities to include art, science, music, drama, reading, math, service-oriented projects.</p> <p>Break and Extended Learning Time (WIN) opportunities are embedded within the master schedule to allow for socialization and the teaching of PBIS, Hallway Heroes: Chicken Soup, and other social-emotional and employability skills.</p> <p>An outside break area to possibly include benches, picnic benches, swings, and physical activity items will be provided to students.</p> <p>Quarterly incentives for perfect attendance.</p> <p>Identify Students of the Month for exhibiting character traits.</p> <p>Teambuilding opportunities will be provided to students and staff members to encourage the building of healthy relationships.</p> <p>The Opportunity Room will be available to students and faculty in an effort to allow students to reflect upon their behaviors and learn social-emotional skills.</p> <p>Small group and individual counseling will be offered as needed to address conflict resolution, friendship, bullying, and other areas of concern.</p> <p>Behavior intervention groups will be developed to explicitly teach and monitor appropriate behaviors. ABE will be used as a behavior interventions.</p> <p>Assign Mentors to new teachers.</p>	<p>PBIS Lesson Plans/Matrix and Notebook</p> <p>Discipline Reports (Infinite Campus and SWIS)</p> <p>Focus Walks</p> <p>Chicken Soup Pre/Post Assess</p> <p>Infinite Campus Attendance Data</p> <p>Club Participation</p> <p>Opportunity Room Attendance</p> <p>Counselor Lessons</p> <p>Climate Surveys</p> <p>ABE</p> <p>Social Contracts</p>	<p>School Leaders Demonstrate: Knowledge of positive behavior supports and systems.</p> <p>Teachers Demonstrate: Teachers can explain how recognition is used to positively impact behavior</p> <p>Students Demonstrate: Increased student achievement as a result of more in-class time due to decrease in referrals and a better understanding of how to work together.</p>	<p>Review of discipline and attendance data.</p> <p>PBIS Walkthroughs</p> <p>Opportunity Room</p> <p>Climate Survey results</p>	<p>Title monies, CARES funds general fund, school snack cart, principal's fund</p>

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
Capturing Kids' Hearts	July 2021	Title Funds	Vince Frosteg	Infinite Campus referrals Climate Surveys Review of Lesson Plans TKES Observations	Discipline Data in ABE, SWIS & IC
PIE Content Area/Instructional Strategies Planning Literacy Strategies Math Strategies	Pre-Planning July 2021 Weekly and Monthly Meetings	General Funds Title Funds	NeSmith Ross Truluck Donaldson Smith	TKES Observations Focus Walks Peer Observations Lesson Plan Review Standard Checklists Agendas & Sign In Sheets	Student data charts Student grouping Student work samples Lesson plans Unit notebooks Grades Universal Screener Scores Benchmarks EOG
PBIS Classroom Training	Oct. 2021	General Fund Title Funds	PBIS Team RESA	PBIS Walkthroughs Dojo Points TKES Observations	Discipline Data in ABE, SWIS & IC

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>SHARPIE Meetings</i>	<i>November 18, 2021 February 17, 2022</i>	<i>Title I Parent Involvement Funds</i>	<i>Frosteg C. Smith NeSmith</i>		<i>Lexile Growth RI Data EOG Lexile Scores</i>
R e s o u r c e s : <i>Open House Curriculum Night STEM Night MathFest Parent Conferences</i>	<i>July 28, 2021 October 25, 2021 January 13, 2021 TBD As Needed</i>	<i>Title I Parent Involvement Funds</i>	<i>C. Smith V. Frosteg Administrators Faculty/Staff</i>		<i>Sign-in Sheets Agendas GMAS EOG Scores</i>
G e o r <i>Parent Academy and Parent Chats</i>	<i>Aug. 20, 2021 December 3, 2021 February 4, 2022 March 4, 2022 May 13, 2022</i>	<i>Title I Parent Involvement Funds</i>	<i>C. Smith V. Frosteg</i>		<i>Sign-in Sheets Agendas Google Forms</i>
<i>Donuts for Dad Moments with Mom</i>	<i>April 22, 2022 May 12, 2022</i>	<i>Title I Parent Involvement Funds</i>	<i>C. Smith V. Frosteg</i>		
<i>T-I Spring Meeting</i>	<i>April 28, 2022</i>	<i>Title I Parent Inv. Funds</i>	<i>C. Smith V. Frosteg</i>		