



***Pickens County Schools
District Improvement
Plan***



SCHOOL SYSTEM IMPROVEMENT PLAN

System Name: Pickens County

System Code: 712

Name of Superintendent: Mike Ballew

School Year(s): FY2009-2011

Title I: School-Wide Programs: 6

Targeted Assistance: 0

Needs Improvement Status:	Status:	NI	NI-AYP	Year:	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
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Sanctions Implementing (Select all that apply):

School Improvement Plan (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2008.)

School Choice

Supplemental Services

Corrective Action (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2008.)

Restructuring (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2009.)

Title I Director's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____



School System Improvement Plan FY2009-2011

System Name: Pickens County

School Year: 2008-2011

NCLB Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

NCLB performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Measurable Goals:

- Over the next three years, the percentage of all student in grades K-8 who meet or exceed minimum standards on the Georgia CRCT in mathematics will increase 1.5 percentage points annually from 81% to 85.5%
- Over the next three years, the percentage of all economically disadvantaged students in grades K-8 who meet or exceed minimum standards on the Georgia CRCT in mathematics will increase 2 percentage points annually from 69.7% to 75.7%
- Over the next three years, the percentage of all students with disabilities in grades K-8 who meet or exceed minimum standards on the Georgia CRCT in mathematics will increase 4 percentage points annually from 46% to 58%
- Over the next three years, the percentage of all LEP students in grades K-8 who meet or exceed minimum standards on the Georgia CRCT in mathematics will increase 5 percentage points annually from 55% to 70%
- Over the next three years, the percentage of high school students passing the math portion of the Georgia High School Graduation test with enhanced scores will increase by 2% annually from 78% to 84%
- Over the next three years, the percentage of economically disadvantaged high school students passing the math portion of the Georgia High School Graduation Test will increase by 5% annually from 68% to 83%
- Over the next three years, the percentage of high school students with disabilities passing the math portion of the Georgia High School Graduation test will increase by 15% annually from 20% to 65%

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Use SuccessMaker Math for special education and at-risk students to aid in raising student achievement	Fall, 2008 through May, 2011	\$124,000 Title I funds Successmaker Math software, computer lab setting, teacher	Principal, Assistant Principals, Curriculum Director	IEP meeting minutes, grade level meeting minutes, SuccessMaker records, AYP	SuccessMaker data, CRCT scores, ITBS scores, Report cards, Student work samples, AYP data

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
			assistants for extra tutoring		reports	
	Utilize the Georgia Online Assessment System for Georgia High School Graduation Test preparation	Fall, 2008 through May, 2011	Access to OAS	Inclusion Teachers, Assistant Principal, Principal, Curriculum Director	GHSGT Results, teacher Grades, NovaNet records, OAS data summary	OAS data summary. GHSGT Results, EOCT Results as applicable
	Utilize the Georgia Online Assessment System for teacher made tests and benchmark assessments to measure GPS implementation and predict CRCT performance	Fall, 2008 through May, 2011	Access to OAS	Teachers, LSS Assistant Principal, Principal, Curriculum Director	CRCT results, teacher grades, OAS data summary	OAS data summary. CRCT Results
	Provide Academic Coach to assist teachers at the middle school in delivering instructional interventions to all	September, 2008 through May, 2011	\$65,000 Intervention programs; Title I, Title II and local funds	Curriculum Director, Principals	AYP reports, ITBS scores	Student report cards, student work samples, Accelerated Reader data, Pacing Guides, CRCT and ITBS scores, AYP data
	Provide math coach at high school level to support math instruction and the transition to GPS math curriculum	September, 2008 through May, 2011	\$65,000 Local funds	Assistant Supt., Principal	AYP reports, GHSGT, EOCT	Increase in student math performance on graduation tests, EOCT, SAT

NCLB Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

NCLB Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Measurable Goals:

- **Over the next three years, the percentage of high school students passing the math portion of the Georgia High School Graduation test with enhanced scores will increase by 2% from 78% to 84% annually**
- **Over the next three years, the percentage of economically disadvantaged high school students passing the math portion of the Georgia High School Graduation Test will increase by 5% from 68% to 83% annually**
- **Over the next three years, the percentage of high school students with disabilities passing the math portion of the Georgia High School Graduation test will increase by 15% annually from 20% to 65%**

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Increase the time inclusion students work with the Odysseyware program, usatestprep.com, and other instructional software programs.	Fall, 2008 through May, 2011	Odysseyware software, Teacher facilitator Usatestprep.com	Inclusion Teachers, assistant Principal, Principal, Curriculum Director	GHS GT Results, Teacher Grades, Odysseyware records, OAS data summary	OAS data summary, GHS GT Results, EOCT Results as applicable
	Summer tutoring for Students With Disabilities	Fall, 2008 through May, 2011	Summer School teachers	Inclusion Teachers, assistant Principal, Principal, Curriculum Director	GHS GT Results, Teacher Grades, NovaNet records, OAS data summary	OAS data summary, GHS GT Results, EOCT Results as applicable

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Implementation of best practices including differentiated instruction, flexible grouping, and backward design	August, 2008 through May, 2011	Substitute teachers for those in training, any fees for trainers	Principal, Academic Coach, Instructional Leaders, Teachers	Unit/Lesson Plans, Observation data	Student grades and performance
	Review of data to determine target areas of need for ED and SWD subgroups to include progress monitoring and benchmarking	August, 2008 through May, 2011	Substitute teachers for those in training	Principal, Academic Coach, Graduation Coach, Teachers	Analysis sheets for individual student data	GHS GT scores, EOCT scores, student grades and performance

NCLB Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

NCLB Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Measurable Goals:

- Over the next three years, the percentage of all student in grades K-8 who meet or exceed minimum standards on the Georgia CRCT in reading/language arts will increase 1 percentage point annually from 92% to 95%
- Over the next three years, the percentage of all economically disadvantaged students in grades K-8 who meet or exceed minimum standards on the Georgia CRCT in reading will increase 1 percentage point annually from 86% to 89%
- Over the next three years, the percentage of all students with disabilities in grades K-8 who meet or exceed minimum standards on the Georgia CRCT in reading will increase 3 percentage points annually from 68% to 77%
- Over the next three years, the percentage of all LEP students in grades K-8 who meet or exceed minimum standards on the Georgia CRCT in reading will increase 3 percentage points annually from 72% to 81%
- All limited English proficient students will yearly reach state determined AMAO objectives on the ACCESS test

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Purchase and implement reading/language arts curriculum aligned with WIDA standards for ELL students	FY2009	\$2500 Title III Consortium Title I funds	Curriculum Director, Principal, ESOL teacher	Invoice, lesson plans, ACCESS test scores	Improvement on ACCESS test to meet AMAO
	Implement Writers Workshop at K-5 level to improve writing performance	FY2009	\$40,000 training costs, Title IIA	Curriculum Director, Principals, LSS	Writing samples, Lesson Plans, Writing test scores	Improvement of student writing performance on Ga Writing tests
	Train teachers on differentiated instruction strategies	FY2009-2011	\$50,000 training costs, registration fees, stipends Title II a & Prof. Learning funds	Curriculum Director, LSS	Lesson plans, classroom observation reports	Improvement of student achievements on state tests,, reduction in retention rates, decline in EIP population

NCLB Performance Goal 3: All students will be taught by highly qualified teachers

Measurable Goals:						
<ul style="list-style-type: none"> By the end of the each school year, 100% of Pickens County Schools' teachers will meet the highly qualified requirement of NCLB. 						
School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Develop individual plans for any teachers not already meeting the Hi-Q requirement	Yearly	Variable, Title II A, Professional Learning funds	Personnel Director	Individual plan in personnel folder	Teacher meets Hi-Q requirements on GAPSC report
	Provide practicums and other college courses for any teachers who are not Hi-Q. Provide courses for teachers working with SWD students who have identified needs.	Yearly	\$5000 per teacher, \$10,000 for FY2009, variable course costs for SWD courses, Title II A funds	Personnel Director, Federal Programs Coord., Sp. Ed. Dir.	RESA completion reports, College transcripts, GAPSC certification	Teacher meets Hi-Q requirements on GAPSC report
	Increase the number of teachers with Gifted certification	FY2009	\$9000 Title II-A & Professional Learning funds	Personnel Director, Federal Programs Coord.	RESA completion reports, College transcripts, GAPSC certification	Increase in the number of gifted segments on FTE Increase in the number of students served and more students served in collaborative and cluster settings
	Increase the number of teachers with ESOL endorsement	FY2009-2010	\$6000 Title II-A & Professional Learning Funds	Personnel Director, Federal Programs Coord.	RESA completion reports, College transcripts, GAPSC certification	Increase in amount of ESOL services delivered with "push-in" model

NCLB Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning

Measurable Goals:

- **Over a three year period, discipline referrals as reported in the SDR will decrease by 10%.**

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Implement Olweus bullying program	FY2009	\$7000, Title IV S&DF funds	School Social Worker, Principal	Training rosters, discipline reports, assessments	Decrease in discipline referrals for bullying
	Implement & expand the use of the EBIS & SWIS discipline program	FY2009	\$2500 Title IV S&DF funds	School Social Worker, Principal	Training rosters, discipline reports, assessments	Decrease in discipline referrals
	Implement Tobacco Education program for students who have incurred disciplinary actions for smoking & other tobacco use	FY2009	\$1500 Title IV S&DF funds	School Social Worker, Principal	Discipline reports	Repeat offenses for smoking and tobacco use will decrease

NCLB Performance Goal 5: All students will graduate from high school.

- Measurable Goals:**
- Over the next three years, the percentage of high school students graduating will increase by 2.5% annually to a total of 85%
 - Over the next three years, the percentage of economically disadvantaged high school students graduating will increase by 4% annually to a total of 72%
 - Over the next three years, the percentage of SWD high school students graduating will increase by 2.5% annually to a total of 76%

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
	Establish Ninth Grade academy at high school	FY2009	Construction costs SPLOST funds, local funds	Facilities Director, Principal	Schedules, report cards, SDR reports, test scores, discipline referrals	Ninth grade course failure rates will decline Ninth grade disciplinary referrals will decrease
	Implement RTI program at all schools to provide support for at-risk students	FY2009-2011	\$10,000 training, Title II-A & Professional Learning funds	Curriculum Director, Principal, LSS	Teacher lesson plans, Student report cards, SDR reports, test scores	Decrease in the number of students not meeting state goals on the CRCT Increase in the number of students exceeding state goals
	Implement the “School’s In – Don’t be Out” attendance campaign	FY2009-2011	\$1500 for signs and banners, Local funds	Attendance officer, Principals	Monthly attendance reports, SDR reports, AYP attendance second indicator	By 2010, system will be rated in the exemplary category for attendance

Glossary of Terms & Acronyms

ACCESS test - an English language proficiency test aligned with WIDA (see below) standards

AMAO - Annual Measurable Achievement Objectives

AYP – Adequate Yearly Progress – Schools/Systems meeting State & Federal established criteria for general population and designated subgroups (e.g. Students with disabilities) are designated as making adequate yearly progress in reaching NCLB goals.

CRCT – Criterion Referenced Competency Tests – Criterion Referenced Competency Test - State of Georgia tests designed to measure how well students have acquired the skills and knowledge required in the state curriculum.

English Language Learner (ELL) - Refers to students whose first language is other than English and whose command of English is limited. The term is used interchangeably with limited English proficient.

Differentiation - Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students' varying interest, readiness levels and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, products and learning environment.

EBIS – Everybody Behaves in School - EBIS is a research-based behavior program.

ED – Economically Disadvantaged

ELL – English Language Learners

ESOL - English for Speakers of Other Languages

EOCT – End of Course Test

GHS GT - Georgia High School Graduation Test - In order to graduate from high school, all students must achieve a passing score on all five components of this test: mathematics, English/language arts, writing, science and social studies.

GPS - GPS is an acronym for the Georgia Performance Standards, the state adopted curriculum.

NCLB – The federal No Child Left Behind act is the most recent authorization of the Elementary and Secondary Education Act (ESEA), which is the primary federal law affecting K-12 education.

OAS – Online Assessment System

Olweus - Olweus Bullying Prevention Program is a well researched and widely known bullying prevention program

RTI – Response to Intervention - A method of academic intervention used in the United States designed to provide early, effective assistance to children who are having difficulty learning.

Subgroup - Smaller groups of students separated (disaggregated) from the whole group that may be present in a school or school system.

SDR – Student Data Record – A yearly transmission of data to the Georgia Department of Education which generates a wide range of reports in various areas, e.g. enrollment, attendance, dropout rate, etc.

SPLOST – Special Purpose Local Option Sales Tax

Successmaker - SuccessMaker Enterprise is a computer-based instructional program which individualizes learning for measurable success in grades K–8.

SWD – Students with disabilities

SWIS - Schoolwide Information Systems (SWIS) is software developed by the Center on Positive Behavioral Interventions and Support, University of Oregon. It is a flexible system for gathering problem behavior information.

WIDA - World-Class Instructional Design and Assessment (WIDA) Consortium - The WIDA Consortium has developed English language proficiency standards and an English language proficiency test aligned with those standards (ACCESS for ELLs®).