



## 2015-18 Executive Summary

| Continuous Improvement Goal<br><i>(Schools determine the number of goals)</i>   | AdvancED Standards<br><i>(Check all that apply)</i> |   | Support from FCS Depts.*<br><i>(List all that apply)</i>  |
|---|---|---|---|
| <p>Focus on classroom instruction by:</p> <ul style="list-style-type: none"><li>Planning &amp; implementing research –based instructional strategies;</li><li>Working in collaborative planning teams to leverage the “collective IQ” of our faculty and staff; and,</li><li>Analyzing disaggregated data from multiple assessments of student learning,</li></ul> <p>all to continuously improve instruction and move each student’s learning and academic growth to a higher level.</p>   | <div>X</div> <div>X</div>                           | <div>Purpose and Direction</div> <div>Governance and Leadership</div> <div>Teaching and Assessing for Learning</div> <div>Resources and Support Systems</div> <div>Using Results for Continuous Improvement</div> | <p><b>Teaching &amp; Learning --- Specifically ELL Coordinator and Special Education Department:</b> To help provide professional learning for general education teachers, and special education and ELL teachers, on best instructional practices for meeting these students’ learning needs.</p> <p><b>Teaching &amp; Learning---</b> To continue to provide professional learning and support for helping our teachers learn about, design, and implement high-leverage instructional strategies in their classrooms.</p> <p><b>Human Resources, Teaching &amp; Learning, and Special Education ---</b> Continue to provide the personnel allotments needed to effectively work with and meet the needs of our growing English Language Learners, Students with Disabilities, and Economically Disadvantaged students populations.</p> |
|   |   |   |   |
| <p><b>* FCS Depts:</b></p> <div><div><p><i>Educational Leadership</i></p><p><i>Facilities</i></p><p><i>Finance &amp; Operations</i></p><p><i>Food &amp; Nutrition Services</i></p></div><div><p><i>Human Resources</i></p><p><i>Public Inf. &amp; Communications</i></p><p><i>School Safety &amp; Discipline</i></p><p><i>Special Education</i></p></div><div><p><i>Student Support Services</i></p><p><i>Superintendent</i></p><p><i>Teaching &amp; Learning</i></p><p><i>Technology &amp; Inf. Services</i></p><p><i>Transportation</i></p></div></div> |   |   |   |



## 2015-16 School Improvement Plan

### Continuous Improvement Goal:

#### Focus on classroom instruction by:

- Planning & implementing research –based instructional strategies;
- Working in collaborative planning teams to leverage the “collective IQ” of our faculty and staff; and,
- Analyzing disaggregated data from multiple assessments of student learning,

all to continuously improve instruction and move each student’s learning and academic growth to a higher level.

### SMART Goal #1:

The **percentage** of all students meeting typical or high growth in **ELA** will increase from the 2013-14 combined score (for all three grade levels) of **63.79%** to **65.00%** by the end of the 2014-15 school year as measured by the CCRPI score from the 2015 report, with a focus on student growth by cohort groups.

| <b>Actions, Strategies and Interventions<br/>(Includes Prof. Learning Plan)</b>   | <b>Impact on Student and Adult Behavior<br/>(“If...then...” Statements)</b>  | <b>Timeline</b>   | <b>Resources Needed?<br/>Who is Responsible?</b>                    |
|---|--|---|---|
| <u>6<sup>th</sup> grade English Language Arts</u><br><br><b>Warm-ups &amp; mini-lessons over Greek/Latin root words, editing writing, and grammar</b> | If we use warm-ups as mini lessons, then students will improve their writing and reading abilities.  | Students' performance will be measured at 9 week intervals  | Collaborative planning time as a subject/grade level and class time |
| <b>Student Self-Assessments and Reflection</b>  | If students are provided with the tools to measure their progress in mastering standards, then they will obtain the ability to analyze areas of strength and weakness and self-direct learning towards standard mastery. | Progress monitoring and reflection will be measured at the beginning and end of each unit of study. | Collaborative planning time as a subject/grade level and class time |

### Describe how your SMART Goal will be monitored throughout the year:

The PGMS School Improvement Plan is re-evaluated once the GA DOE releases GA Milestones assessment data and Student Growth Percentile data. Data is analyzed on a school wide level, a content area level, and an individual student level.



## 2015-16 School Improvement Plan

| Actions, Strategies and Interventions<br>(Includes Prof. Learning Plan)                      | Impact on Student and Adult Behavior<br>(“If...then...” Statements)   | Timeline   | Resources Needed?<br>Who is Responsible?                    |
|--|---|--|---|
| <p><u>7<sup>th</sup> grade English Language Arts</u></p> <p><b>ACES Writing Strategy</b></p> | <p>If students use the ACES writing strategy, then they can ‘show they know’ the learning standards as evidenced in a brief, constructed response.</p>  | <p>Students' performance will be evaluated at the end of each unit through summative assessments and performance-based projects. We will monitor and evaluate results with pre/post tests, summative writing assessments, district/county evaluations, formative assessments, and performance-based assessments.</p> | <p>Collaborative planning time as a subject/grade level</p> |
| <p><b>Focused 40 text challenge journaling</b></p>   | <p>If we implement focused 40 text challenge journaling by requiring students to identify specific literary elements in his or her reading, then students will be able to apply and identify these elements in a variety of genres.</p> | <p>Students' performance will be evaluated each Friday through reading conferences between the teacher and the student. We will monitor and evaluate results with pre/post unit reading tests.</p>   | <p>Collaborative planning time as a subject/grade level</p> |

**Describe how your SMART Goal will be monitored throughout the year:**

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## 2015-16 School Improvement Plan

| Actions, Strategies and Interventions<br>(Includes Prof. Learning Plan)                                   | Impact on Student and Adult Behavior<br>(“If...then...” Statements)  | Timeline  | Resources Needed?<br>Who is Responsible?  |
|---|--|---|---|
| <p><u>8<sup>th</sup> grade English Language Arts</u></p> <p>Close Reading/Citing evidence from a text</p> | <p>If we use CLOSE reading strategies and require students to cite evidence, then students will be able to analyze and support what the text says, make inferences drawn from the text, and synthesize sources to construct cohesive writing.</p>    | <p>Students' performance will be evaluated throughout the year using CLOSE readings and at the end of each unit through summative assessments and performance-based projects.</p> | <ul style="list-style-type: none"> <li>• Collaborative planning time as a subject/grade level.</li> <li>• All 8<sup>th</sup> grade ELA teachers</li> <li>• SPED and ESOL support teachers for 8<sup>th</sup> grade ELA</li> </ul> |
| <p>Daily Grammar Practice</p>   | <p>If we implement daily grammar practice activities as an instructional tool, then students will be able to analyze, understand, and apply the standard rules for English and improve their overall grammar skills.</p>                             | <p>Throughout the 2015-16 school year</p>   | <ul style="list-style-type: none"> <li>• All 8<sup>th</sup> grade ELA teachers</li> <li>• SPED and ESOL support teachers for 8<sup>th</sup> grade ELA</li> </ul>  |
| <p>Differentiated Remediation/Enrichment Sessions</p>   | <p>If we design and implement differentiated break-out sessions for remediation and enrichment based on individualized student needs, then we will see improvement in student performance and an increase in student growth percentiles for ELA.</p> | <p>Quarterly break-out sessions as needed</p>   | <ul style="list-style-type: none"> <li>• All 8<sup>th</sup> grade ELA teachers</li> <li>• SPED and ESOL support teachers for 8<sup>th</sup> grade ELA</li> </ul>  |

### Describe how your SMART Goal will be monitored throughout the year:

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## 2015-16 School Improvement Plan

### SMART Goal #2:

The *percentage* of students meeting typical or high growth in MATH will increase from the 2012-2013 combined score (from all 3 grade levels) of 73.5% to 76% by the end of the 2014-2015 school year as measured by the CCRPI score from the 2015 report, with a focus on student growth by cohort groups.

| <b>Actions, Strategies and Interventions<br/>(Includes Prof. Learning Plan)</b> | <b>Impact on Student and Adult Behavior<br/>(“If...then...” Statements)</b>   | <b>Timeline</b> | <b>Resources Needed?<br/>Who is Responsible?</b>                |
|---|---|-----------------|---|
| <u>Math Grades 6, 7, and 8</u><br><br>Progress Checks                           | If teachers administer number sense progress checks an average of 2 per month without the aid of a calculator, then students will improve and maintain computation skills and will improve student growth scores.   | Aug-May         | Extra Collaborative planning time for data analysis<br>Teachers |
| Summarizing strategies  | If teachers use summarizing strategies during instruction, such as intermittent summaries throughout the lesson, tickets out the door, and Socratic app questions, students will prioritize concepts and organize learning to make it relevant and will increase student growth scores. | Aug-May         | PL for ideas<br>Vertical planning time<br>Teachers              |
| Writing in mathematics  | If teachers have students write to justify answers, write explanations of concepts, write error analyses, keep journals, complete performance tasks, and use the county common assessments, student will improve math communication skills and will increase student growth scores.     | Aug-May         | Vertical planning time<br>Professional Learning<br>Teachers     |

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## 2015-16 School Improvement Plan

### SMART Goal #3:

The weighted mean SGP for (ED), (EL), and (SWD) students in science as measured by the Student Growth Model will increase from the 2013-14 mean of 59.9% to 61% by the 2014-15 school year in May 2015.

| <b>Actions, Strategies and Interventions</b><br><i>(Includes Prof. Learning Plan)</i>  | <b>Impact on Student and Adult Behavior</b><br><i>("If...then..." Statements)</i>  | <b>Timeline</b>  | <b>Resources Needed?</b><br><b>Who is Responsible?</b>    |
|--|--|--|---|
| <p><u>6<sup>th</sup> Grade Science</u></p> <p>Incorporate frequent vocabulary checks for understanding:</p> <p>Pre/Post Tests</p> <p>Closing activities: closure cube, ticket out the door, Magnet summary and blooming sentences.</p> | <p>If the teachers incorporate vocabulary checks for understanding then, the students will increase vocabulary competency and teachers will be able to identify struggling students.</p> | <p>Assess students with weekly vocabulary assessments and daily monitoring through class observations.</p> | <p>Two collaborative planning days, one per semester.</p> |

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## 2015-16 School Improvement Plan

### SMART Goal #5:

The percentage of students with high growth in all state tested subjects will increase from the 2013-14 percentage of 40.9% to 42.9% by the end of the 2014-15 school year as measured by the Student Growth Model for the 2014-15 school year.

| Actions, Strategies and Interventions<br>(Includes Prof. Learning Plan)  | Impact on Student and Adult Behavior<br>(“If...then...” Statements)   | Timeline   | Resources Needed?<br>Who is Responsible?   |
|--|---|--|--|
| <p><u>6th Grade Science</u></p> <p>Provide a field trip for students that will enrich and enhance the earth science standards taught in class.</p> | <p>If teachers provide our students with academically-oriented experiences such as a field trip to Tellus Museum, then our students will have more experiences that provide avenues to comprehend curriculum and standards.</p> | <p>Field trip will be planned for Spring 2016.</p>   | <p>Additional collaborative planning day to organize the field trip.</p> <p>Sixth grade science teachers are responsible to plan and implement trip.</p>             |
| <p>Incorporate the use of visual aids and auditory text into electronic vocabulary learning sites such as quizlet.com.</p>                         | <p>If students use Quizlet to review and learn vocabulary, then they will have a visual and auditory tool that is accessible to use anywhere there is internet connection.</p>  | <p>Students register for Quizlet during the month of August and practice vocabulary with visual images and auditory texts throughout the year.</p> | <p>Students are responsible to register on Quizlet and review vocabulary regularly. Teachers are responsible for uploading vocabulary text with relevant images.</p> |

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## 2015-16 School Improvement Plan

### SMART Goal #6:

The percentage of students scoring in the Proficient and Distinguished categories of the applicable constructed response and extended response sections of the Georgia Milestones End of Grade assessment will increase from the 2014-15 baseline measure.

| <b>Actions, Strategies and Interventions</b><br><i>(Includes Prof. Learning Plan)</i>  | <b>Impact on Student and Adult Behavior</b><br><i>("If...then..." Statements)</i>   | <b>Timeline</b>  | <b>Resources Needed?</b><br><b>Who is Responsible?</b>  |
|--|---|--|---|
| <p><u>6<sup>th</sup> Grade Science</u></p> <p>Students will engage in constructed and/or extended written responses to science topics related to the 6<sup>th</sup> grade standards.</p> <ul style="list-style-type: none"> <li>Weekly standards- specific writing prompts</li> <li>Lab reports</li> </ul> | <p>If students routinely practice scientific writing, then their ability to create a well-written response to a science topic will improve from the 2014-15 baseline measure.</p> | <p>Writing prompts administered weekly throughout the 2015-16 school year.</p> <p>Lab reports administered with specific units of study.</p> | <p>Training or resources about the criteria for grading constructed and extended responses on the Georgia Milestones End of Grade assessment.</p> |

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## 2015-16 School Improvement Plan

### SMART Goal #3:

The *weighted mean SGP* for Economically Disadvantaged (ED), English Learners (EL), and Students with Disabilities (SWD) students in *SCIENCE* as measured by the Student Growth Model will increase from the 2012-2013 mean of 58% to 63% by the end of the 2014-2015 school year in May 2015.

| <b>Actions, Strategies and Interventions<br/>(Includes Prof. Learning Plan)</b>  | <b>Impact on Student and Adult Behavior<br/>(“If...then...” Statements)</b>  | <b>Timeline</b>   | <b>Resources Needed?<br/>Who is Responsible?</b>  |
|--|--|---|---|
| <b>7<sup>th</sup> Grade Science</b><br><br><b>Vocabulary Strategy:</b><br><b>Foldables &amp; Graphic Organizers</b>  | If students create and use foldables with key vocabulary terms & student created illustrations, then improved mastery of science vocabulary will increase SGPs   | Implement over entire school year. Assess in 8 <sup>th</sup> grade when SGPs are available. | Time to plan new ways to incorporate folders/graphic organizers. All teachers will implement and assess.                                    |
| <b>Coordinate and implement outside learning time schedule for ELL, SWD and ED students. This includes GT, LST and Wednesday work days in literacy.</b>  | If students participate in activities outside of regular science class (literacy, GT, Wed. Work Day), then the mean SGP for these students will increase.  | Implement over entire school year. Assess in 8 <sup>th</sup> grade when SGPs are available. | Time to plan and implement schedule on a weekly basis. SWD teachers, ELL teachers and CORE subject area teachers will implement and assess. |
| <b>Implement Writing Strategies in Science &amp; Literacy :</b> <ul style="list-style-type: none"> <li>• GIST strategy</li> <li>• Structured templates / rubrics for lab conclusion writing</li> <li>• Technical writing process taught in Literacy</li> </ul> | If we implement these strategies, then students will score in the proficient and distinguished categories of the applicable constructed response and extended response sections of the Georgia Milestones End of Grade assessment. | <b>2015-16 School Year</b>  | Time to research, develop, & implement strategies<br><br>Galligan<br>Kulikowski<br>Witalis<br>Huffman<br>Reed                               |

### Describe how your SMART Goal will be monitored throughout the year:

The PGMS School Improvement Plan is re-evaluated once the GA DOE releases GA Milestones assessment data and Student Growth Percentile data. Data is analyzed on a school wide level, a content area level, and an individual student level.



## 2015-16 School Improvement Plan

### SMART Goal:

The *weighted mean SGP* for Economically Disadvantaged (ED), English Learners (EL), and Students with Disabilities (SWD) students in *SCIENCE* as measured by the Student Growth Model will increase from the 2012-2013 mean of 58% to 63% by the end of the 2014-2015 school year in May 2015.

| <b>Actions, Strategies and Interventions<br/>(Includes Prof. Learning Plan)</b>   | <b>Impact on Student and Adult Behavior<br/>(“If...then...” Statements)</b>   | <b>Timeline</b>                    | <b>Resources Needed?<br/>Who is Responsible?</b>   |
|---|---|------------------------------------|--|
| <b>8<sup>th</sup> grade Science</b> <ul style="list-style-type: none"> <li>ESOL Literacy</li> <li>ESOL tutoring</li> <li>Science connections and Students with Disabilities Grizzly Time will complete vocabulary review</li> </ul> | If students participate in activities outside of regular science class (literacy, Grizzly Time, connections), then the mean SGP for these students will increase. | Implement over entire school year. | Teachers need time to collaborate<br><br>SWD teachers, ELL teachers and 8 <sup>th</sup> Grade Science teachers will implement and assess |
| <b>Students will participate in labs / hands on activities weekly in science classes</b>  | If students participate in labs/hands on activities in science class, then the mean SGP for these students will increase.   | Implement over entire school year. | Teachers need time to collaborate<br><br>8 <sup>th</sup> Grade Science teachers will implement and assess                                |
| <b>Students will be given access to USA testprep for preview and review of materials/multiple choice questions.</b>   | If students participate in activities outside of regular science class (USA testprep), then the mean SGP for these students will increase.                        | Implement over entire school year. | Teachers need time to collaborate<br><br>8 <sup>th</sup> Grade Science teachers will implement and assess                                |

### Describe how your SMART Goal will be monitored throughout the year:

The PGMS School Improvement Plan is re-evaluated once the GA DOE releases GA Milestones assessment data and Student Growth Percentile data. Data is analyzed on a school wide level, a content area level, and an individual student level.



## 2015-16 School Improvement Plan

### SMART Goal #6:

The percentage of students scoring in the proficient and distinguished categories of the applicable constructed response and extended response sections of the Georgia Milestones End of Grade Assessment will increase from the 2014-15 baseline measure.

| <b>Actions, Strategies and Interventions<br/>(Includes Prof. Learning Plan)</b>   | <b>Impact on Student and Adult Behavior<br/>(“If...then...” Statements)</b>                                    | <b>Timeline</b>                    | <b>Resources Needed?<br/>Who is Responsible?</b>  |
|---|--|------------------------------------|---|
| <u>8<sup>th</sup> Grade Science</u><br><br>Students will construct full written lab reports on a regular basis for labs we complete in class. | If students do more technical writing in science, they will perform better on constructed responses on the EOG | Implement over entire school year. | Teachers need time to collaborate<br><br>8 <sup>th</sup> Grade Science teachers will implement and assess |
| Students will construct summaries on ItsLearning of concepts learned in class.  | If students do more summarizing in science, they will perform better on constructed responses on the EOG       | Implement over entire school year. | Teachers need time to collaborate<br><br>8 <sup>th</sup> Grade Science teachers will implement and assess |

### Describe how your SMART Goal will be monitored throughout the year:

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## 2015-16 School Improvement Plan

### SMART Goal #4:

The **weighted mean SGP** for Economically Disadvantaged (ED), English Learners (EL) and Students with Disabilities (SWD) in **Social Studies** as measured by the Student Growth Model will increase from the 2013-14 mean of **52.830** to **54.00** by the end of the 2014-15 school year in May 2015.

| <b>Actions, Strategies and Interventions<br/>(Includes Prof. Learning Plan)</b>                                 | <b>Impact on Student and Adult Behavior<br/>(“If...then...” Statements)</b>  | <b>Timeline</b>  | <b>Resources Needed?<br/>Who is Responsible?</b>  |
|---|--|--|---|
| <u>Social Studies Grades 6, 7, and 8</u><br><br><b>Spiraling Test Questions on Summative Tests (All Grades)</b> | If students are repeatedly exposed to critical social studies content, then students will improve their performance on the Milestones EOG test.                              | During the entire 2015-2016 school year on end of unit summative tests | All 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade social studies teachers     |
| <b>Building Academic Vocabulary through the use of periodic content and vocabulary checks</b>                   | If students master vocabulary terms and critical social studies content through periodic checks, then students will be able to apply knowledge to improve assessment scores. | During the entire 2015-2016 school year at least 2 times a month       | Most social studies teachers in 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade |

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## 2015-16 School Improvement Plan

### SMART Goal #6:

The percentage of students scoring in the proficient and distinguished categories of the applicable constructed response and extended response sections of the Georgia Milestones End of Grade Assessment will increase from the 2014-15 baseline measure.

| <b>Actions, Strategies and Interventions<br/>(Includes Prof. Learning Plan)</b>            | <b>Impact on Student and Adult Behavior<br/>(“If...then...” Statements)</b>  | <b>Timeline</b>                         | <b>Resources Needed?<br/>Who is Responsible?</b> |
|--|--|---|--|
| <u>6<sup>th</sup> Grade Social Studies</u><br><br>Concept Summarization through Writing    | If students practice summarizing concepts through writing, then students will develop a deeper understanding of the content and achieve higher on the Milestones EOG.              | During the entire 2015-2016 school year | All 6 <sup>th</sup> grade teachers               |
| <u>7<sup>th</sup> Grade Social Studies</u><br><br>Writing to Win                           | If teachers implement Writing to Win, then students will develop a deeper understanding of the content and demonstrate more growth on the Milestones EOG                           | During the entire 2015-2016 school year | All 7 <sup>th</sup> grade teachers               |
| <u>8<sup>th</sup> Grade Social Studies</u><br><br>Citing Evidence on Constructed Responses | If students practice citing evidence on constructed responses, then students will develop a deeper understanding of the content and demonstrate more growth on the Milestones EOG. | During the entire 2015-2016 school year | All 8 <sup>th</sup> grade teachers               |

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## 2015-16 School Improvement Plan

### SMART Goal #1:

The **percentage** of students meeting typical or high growth in **ELA** will increase from the 2013-14 combined score (for all three grade levels) of **63.79%** to **65.00%** by the end of the 2014-15 school year as measured by the CCRPI score from the 2015 report, with a focus on student growth by cohort groups.

| <b>Actions, Strategies and Interventions<br/>(Includes Prof. Learning Plan)</b>  | <b>Impact on Student and Adult Behavior<br/>(“If...then...” Statements)</b>  | <b>Timeline</b>                       | <b>Resources Needed?<br/>Who is Responsible?</b>   |
|--|--|---------------------------------------|--|
| <b><u>Art Grades 6, 7, and 8</u></b><br><br>Students will respond critically and in writing to their own artwork and the artwork of others.                                  | If students are given the opportunity to write critically outside of the ELA classroom, then they will continue to develop and improve their writing and grammar skills.   | 2015-2016 school year                 | Students will respond in their art journals as well as write reflections on the back of every artwork. The teacher - Angela Petit  |
| <b><u>Band Grades 6, 7, 8</u></b><br><br>Written self evaluation of musical performances   | If students are required to write about their own performance then they can apply the skill to critical thinking and writing in ELA  | After every concert                   | Band Director – Mr. Chang  |
| <b><u>Business and Computer Science Grades 6, 7, 8</u></b><br><br>Using a GIST template and the ACES format to teach students how to properly summarize reading a selection. | If students use the GIST template and ACES format (as well as other graphic organizers), then they will be able to demonstrate improved writing ability in their classes and on standardized tests.              | Throughout the 2015-2016 school year. | Business and Computer Science Teacher – Mr. Levi<br>Rubrics GIST<br>Templates ACES<br>Formats Reading selections will be assigned on a weekly basis or within a unit of study. |
| <b><u>Chorus and Drama Grades 6, 7, 8</u></b><br><br>Writing & performing original dramatic works using correct dramatic structure / script format.                          | If students have access to existing dramatic works (scripts, monologues, short scenes, etc.), then they will have a better understanding of how to correctly write and format their own original dramatic works. | 2015 - 2016 year                      | Resources Needed:<br>Theatre scripts, monologue and scene books, script writing hand- outs, writing prompts.<br><br>Chorus & Drama Teacher = Steinberg                         |

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## 2015-16 School Improvement Plan

### SMART Goal #1:

The **percentage** of students meeting typical or high growth in **ELA** will increase from the 2013-14 combined score (for all three grade levels) of **63.79%** to **65.00%** by the end of the 2014-15 school year as measured by the CCRPI score from the 2015 report, with a focus on student growth by cohort groups.

| <b>Actions, Strategies and Interventions<br/>(Includes Prof. Learning Plan)</b>  | <b>Impact on Student and Adult Behavior<br/>(“If...then...” Statements)</b>   | <b>Timeline</b>                   | <b>Resources Needed?<br/>Who is Responsible?</b>   |
|--|---|-----------------------------------|--|
| <p><u>Study Skills Grade 6</u></p> <p>Create weekly and monthly activities that are specifically related to vocabulary of the Common Core standards.</p> | <p>If students learn and understand the vocabulary of the Common Core standards, then they will be able to better understand the assessments that test these standards.</p>   | <p>Throughout the school year</p> | <p>Istudysuccess curriculum and “Teaching the Critical Vocabulary of the Common Core” by Marilee Sprenger.<br/>Study Skills Teacher – Mr. Robinson</p> |
| <p><u>Study Skills Grade 8</u></p> <p>Focus units of study on research skills, writing speeches, and presentations</p>                                   | <p>If the students learn effective reading, writing, and oral presentation skills in preparation for debates and other public speaking activities, then they will become more effective public speakers and significantly improve their reading and writing skills.</p> | <p>Throughout the school year</p> | <p>· Computers, textbooks, websites, Powerpoints, Active Inspire, other research materials<br/><br/>Study Skills Teacher – Mr. Robinson</p>            |

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## 2015-16 School Improvement Plan

### SMART Goal #3:

The **weighted mean SGP** for Economically Disadvantaged (ED), English Learners (EL) and Students with Disabilities (SWD) in **Science** as measured by the Student Growth Model will increase from the 2013-14 mean of **59.905** to **61.00** by the end of the 2014-15 school year in May 2015.

| <b>Actions, Strategies and Interventions<br/>(Includes Prof. Learning Plan)</b>   | <b>Impact on Student and Adult Behavior<br/>(“If...then...” Statements)</b>   | <b>Timeline</b> | <b>Resources Needed?<br/>Who is Responsible?</b>   |
|---|---|-----------------|--|
| <u>Engineering and Technology</u><br><u>Grades 6, 7, 8</u><br><br>Use more graphic organizers to help students organize the information they study in more meaningful ways and so that they have a visual representation of the concepts they are studying. | If students use graphic organizers, then they will be able to visualize concepts better, as well as better organize the information they are studying.                | Each nine weeks | Time to allow integration and implementation.<br><br>Listing of desired support topics by grade level from Science department.<br><br>Engineering & Technology Teacher- R.Henson |
| <u>Science Applications Grades 6, 7</u><br><br>Scaffold lab reports to reinforce basic science skills and specific content standards and vocabulary in the 6th and 7th grades. Reinforce writing skills by students keeping an interactive notebook.        | If the students practice lab reports that are scaffolded, then their knowledge of basic scientific standards and the appropriate grade level standards will increase. | All 9 weeks     | Teacher, Ms. Strader, is responsible for scaffolding labs and the lab reports to maximize reinforcement of scientific skills.  |
| Utilize virtual science stations to reinforce the content vocabulary and to enrich the content.   | If the students are exposed to a variety of activities using content vocabulary then understanding of the standards being studied in the core classes will increase.  | All 9 weeks     | Laptop Carts, iPads. Teacher is responsible for gathering materials, checking out carts and setting up stations.   |
| Performance based assessments as an in-class indicator of student achievement.  | If the students are exposed to a variety of performance based assessment, then in-class performance will reflect the understanding of the content.                    | All 9 weeks     | Teacher created and implemented PBAs for in-class formatives.  |

### Describe how your SMART Goal will be monitored throughout the year:

The PGMS School Improvement Plan is re-evaluated once the GA DOE releases GA Milestones assessment data and Student Growth Percentile data. Data is analyzed on a school wide level, a content area level, and an individual student level.





## 2015-16 School Improvement Plan

### SMART Goal #5:

The **percentage** of students with **high growth** in all state tested subjects will increase from the 2013-14 percentage of **40.901** to **42.901** by the end of the 2014-15 school year as measured by the Student Growth Model for the 2014-15 school year.

| Actions, Strategies and Interventions<br>(Includes Prof. Learning Plan)   | Impact on Student and Adult Behavior<br>(“If...then...” Statements)   | Timeline             | Resources Needed?<br>Who is Responsible? |
|---|---|----------------------|--|
| <p><b><u>Business and Marketing Grades 6, 7, 8</u></b></p> <p>Provide students with real world scenarios using budgets, business plans, and financial information to solve real world problems, analyze spending behaviors, and create solutions.</p> | <p>If students are asked to think critically, then they will be better at solving word problems and non multiple choice questions</p> | <p>Every 9 weeks</p> | <p>Business Teacher, Mr. Sessions</p>    |

### Describe how your SMART Goal will be monitored throughout the year:

The PGMS School Improvement Plan is re-evaluated once the GA DOE releases GA Milestones assessment data and Student Growth Percentile data. Data is analyzed on a school wide level, a content area level, and an individual student level.



## 2015-16 School Improvement Plan

### SMART Goal #6:

The **percentage** of students scoring in the Proficient and Distinguished categories of the applicable constructed response and extended response sections of the Georgia Milestones End of Grade assessment will increase from the 2014-15 baseline measure.

| <b>Actions, Strategies and Interventions<br/>(Includes Prof. Learning Plan)</b>  | <b>Impact on Student and Adult Behavior<br/>(“If...then...” Statements)</b>  | <b>Timeline</b>       | <b>Resources Needed?<br/>Who is Responsible?</b>   |
|--|--|-----------------------|--|
| <b>Physical Education and Health<br/>Grades 6, 7, 8</b><br><br><b>Utilize the ACES outline (as taught by the ELA department) for the writing process during Health &amp; Physical Education writing assignments.</b> | If the ACES outline is utilized within Physical Education & Health instruction, then students should show an increased understanding of the writing process and improve their overall writing.   | 2015-2016 School Year | Resources: “Choices” Health magazines, ACES writing rubrics, ACES writing process forms<br><br>Physical Education & Health Teachers ---<br>Mauricio Buzeta Phillip<br>Duplantis Sarah Lennon Max<br>Nelson Ben Schmotz Brittany Zilske |
| <b>Use the ACES writing rubric to guide student writing during Health &amp; Physical Education writing assignments.</b>  | If the ACES writing rubric is used to guide student writing, then students should develop a better understanding of the expectations for their writing and improve their independent writing process.  | 2015-2016 School Year | Resources: “Choices” Health magazines, ACES writing rubrics, ACES writing process forms<br><br>Physical Education & Health Teachers ---<br>Mauricio Buzeta Phillip<br>Duplantis Sarah Lennon Max<br>Nelson Ben Schmotz Brittany Zilske |
| <b>Utilize the ACES writing rubric to provide relevant feedback to students during the writing assignments</b>   | If the writing rubric is used to provide relevant feedback to students, then students should improve their ability to self correct, and have an increased awareness of how to complete writing assignments within the structure of the expectations of a rubric. | 2015-2016 School Year | Resources: “Choices” Health magazines, ACES writing rubrics, ACES writing process forms<br><br>Physical Education & Health Teachers ---<br>Mauricio Buzeta Phillip<br>Duplantis Sarah Lennon Max<br>Nelson Ben Schmotz Brittany Zilske |

### Describe how your SMART Goal will be monitored throughout the year:

The PGMS School Improvement Plan is re-evaluated once the GA DOE releases GA Milestones assessment data and Student Growth Percentile data. Data is analyzed on a school wide level, a content area level, and an individual student level.

## Piney Grove Middle School

# SMART Goals for 2015-16 School Improvement Plan

### Three Year Over-Arching Goal (year three of three)

Focus on classroom instruction by: (1) Planning and implementing research based strategies; (2) Working in collaborative planning teams (CPT) to leverage the “collective IQ” of our faculty; and (3) Analyzing disaggregated data from multiple assessments of student learning to continuously improve instruction and move each student’s learning to a higher level.

### SMART Goal #1

The **percentage** of students meeting typical or high growth in **ELA** will increase from the 2013-14 combined score (for all three grade levels) of **63.79%** to **65.00%** by the end of the 2014-15 school year as measured by the CCRPI score from the 2015 report, with a focus on student growth by cohort groups.

### SMART Goal #2

The **percentage** of students meeting typical or high growth in **Math** will increase from the 2013-14 combined score (from all three grade level) of **70.083%** to **72%** by the end of the 2014-15 school year as measured by the CCRPI score from the 2015 report, with a focus on student growth by cohort groups.

### SMART Goal #3

The **weighted mean SGP** for Economically Disadvantaged (ED), English Learners (EL) and Students with Disabilities (SWD) in **Science** as measured by the Student Growth Model will increase from the 2013-14 mean of **59.905** to **61.00** by the end of the 2014-15 school year in May 2015.

### SMART GOAL #4

The **weighted mean SGP** for Economically Disadvantaged (ED), English Learners (EL) and Students with Disabilities (SWD) in **Social Studies** as measured by the Student Growth Model will increase from the 2013-14 mean of **52.830** to **54.00** by the end of the 2014-15 school year in May 2015.

### SMART Goal #5

The **percentage** of students with **high growth** in all state tested subjects will increase from the 2013-14 percentage of **40.901** to **42.901** by the end of the 2014-15 school year as measured by the Student Growth Model for the 2014-15 school year.

### SMART Goal #6

The **percentage** of students scoring in the Proficient and Distinguished categories of the applicable constructed response and extended response sections of the Georgia Milestones End of Grade assessment will increase from the 2014-15 baseline measure.



## 2015-16 Professional Learning Plan

### Professional Learning Goal(s):

Professional learning goals are based on needs analysis and input from the PGMS CORE (Curriculum and Instruction) Leadership Team.

### Connection to Continuous Improvement Goal(s):

The PGMS Professional Learning Plan emphasizes the sharing of innovative ideas and instructional strategies. PGMS provides numerous opportunities beyond the FCS minimums to showcase the work that PGMS teachers are conducting in our building. Most of this work and PL sessions are based on instructional strategies and the ultimate improvement of our SMART Goals.

| Date  | # Hours | Description of Learning Activities  |
|---|---------|---|
| <b>July 30</b><br>Pre-Planning Faculty Meeting            | 1.5     | Introduce staff to the PGMS theme ( <i>How Can I Be Better Today Than I was Yesterday? Be Bold, Keep Extending Yourself!</i> ).     |
| <b>July 30</b><br>Pre-Planning                            | 3.5     | ITS Learning Training Session on Course Set-Up with Ruth Allen  |
| <b>July 31</b><br>Pre-Planning (District)                 | 1       | ITS Learning Training (AM)<br>Job Alike Trainings per County Office (PM)  |
| <b>August 3</b><br>Pre-Planning                           | 2       | Grade Level Meetings<br>Special Education and / or ESOL meetings with grade level teams   |
| <b>August 4</b><br>Pre-Planning                           | 1       | Teacher Keys Evaluation System (TKES) Training or<br>Performance Appraisal Cycle (PAC) Training                                     |
| <b>August 4</b><br>Pre-Planning                           | 2.5     | Vertical Team Meetings / Collaborative Planning Team Meetings   |
| <b>August 5</b><br>Pre-Planning                           | 1       | Mandatory Training (Lockdown Procedures, Mandatory Reporting, Universal Precautions, Code of Ethics, EpiPen)                        |
| <b>August 5</b> Pre-Planning                              | 1       | Collaborative Planning Teams Training Session   |
| <b>August 5</b> Pre-Planning                              | 1       | ITS Learning Work Session with Ruth Allen (Optional)  |
| <b>August 5</b><br>Pre-Planning                           | 1       | Teachers Meet With Special Education Teachers / ESOL / Teachers and / or 504 Coordinator to Discuss Specific Student Accommodations |
| <b>August 19</b> PL Wednesday                             | 1       | Grade Book Set-Up with Jim Wiles  |
| <b>September 2</b><br>Early Release/Prof. Dev. (District) | 2.5     | School Improvement Planning / Vertical Team and CPT Planning Sessions   |
| <b>September 16</b>                                       | 1       | New Internet Search Tools with Kristen Deuschle (Media Specialist)  |
| <b>September 21</b>                                       | 2       | ITS Learning Training (Optional) /SLO Data Analysis with Ruth Allen   |

|   |       |  |
|---|-------|--|
| <b>September 24</b><br>Piney Grove Day of Differentiation           | 8     | Professional Learning Opportunity for FCS Teachers and Administrators  |
| <b>October 7</b><br>PGMS Faculty Meeting                            | .75   | Summarizing Strategies and ITS Learning Innovative Ideas   |
| <b>October 23</b><br>Prof. Dev. Day (District AM/School PM)         | 8     | Differentiated Instruction (AM)<br><br>Literacy Strategies, Google Docs, Socratic Seminars, Vertical Team Collaboration, Collaborative Planning Teams (PM)<br><br>Connections Teachers meet with Ruth Allen for SLO Data Analysis (PM) |
| <b>November 2</b>   | 1     | On-Line Lesson Plan Development with Ruth Allen  |
| <b>November 4</b><br>Faculty Meeting                                | .75   | Innovative Teaching and Learning Ideas   |
| <b>November 18</b><br>PL Wednesday                                  | 1     | TBD  |
| <b>December 2</b><br>Faculty Meeting                                | .75   | Innovative Teaching and Learning Ideas   |
| <b>January 6</b><br>PL Wednesday                                    | 1     | ITS Learning Work Session (Optional) With Ruth Allen   |
| <b>January 13</b><br>Faculty Meeting                                | .75   | Innovative Teaching and Learning Ideas   |
| <b>January 20</b><br>PL Wednesday                                   | 1     | TBD  |
| <b>February 3</b><br>Faculty Meeting                                | .75   | Innovative Teaching and Learning Ideas   |
| <b>February 10</b><br>PL Wednesday                                  | 1     | TBD  |
| <b>February 16</b><br><i>Prof. Dev. Day (District AM/School PM)</i> | 8     | Differentiated Instruction (AM)<br>Vertical Team Collaboration and Collaborative Planning Team Meetings (PM)   |
| <b>February 17</b>  | 1     | ITS Learning Work Session with Ruth Allen (Optional)   |
| <b>March 2</b><br>Faculty Meeting                                   | .75   | Innovative Teaching and Learning Ideas   |
| <b>March 16</b><br>PL Wednesday                                     | 1     | TBD  |
| <b>March 30</b><br>Faculty Meeting                                  | .75   | Innovative Teaching and Learning Ideas   |
| <b>Peer Observations</b><br>Throughout School Year                  | 2     | PGMS Staff Members Participate in Two Peer Observations During the School Year   |
| <b>Student Growth Percentile Data Analysis</b>                      | 1     | PGMS Staff Members Participate in Student Growth Percentile (SGP) Analysis Once Data is Released by GA DOE   |
| <b>TOTAL HOURS:</b>   | 61.25 |  |