



# **School Improvement Plan**

**School:**

**Pepperell Middle School**

**Principal:**

**Mrs. Courtney Hampton**

**Year:**

**2023 - 2024**

**Superintendent:**

**Dr. Glenn White**

## PLANNING AND PREPARATION

### 1.1 Identification of Team

The team consists of school based members that will be responsible for working collaboratively throughout the needs assessment process. Members should have a working knowledge of school procedures, frameworks, and capacity. Examples of members may include but are not limited to : Leadership Team Members, Administrators, Grade Level Chairs, Instructional Coaches, etc.

#### Leadership Team

	Position/Role	Name
Team Member #1	Principal	Courtney Hampton
Team Member #2	Assistant Principal	Jason Self
Team Member #3	Assistant Principal/TOSA	Russ Burnett
Team Member #4	5th Grade Team Leader	Austin Rains
Team Member #5	6th Grade Team Leader	Elizabeth Harris
Team Member #6	7th Grade Team Leader	Tyler Pullum
Team Member #7	SPED Team Leader	Breanna Kinsey
Team Member #8	Math Interventionist	Velika Hurst
Team Member #9	ELA Interventionist	Michelle Sanford
Team Member #10	Title 1 Coordinator	Lila Culberson
Team Member #11	Connections Team Leader	Tim Linley

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

Stakeholders are valuable individuals that bring experience and perspective to the team. Examples of components include but are not limited to LSGT members.

#### Stakeholders

	Position/Role	Name
Stakeholder #1	Middle School ELA Coach	Lindsay Norton
Stakeholder #2	Middle School Math Coach	Laura McLendon
Stakeholder #3	LSGT representative	Olivia Venable
Stakeholder #4	LSGT representative	Mallory Redden
Stakeholder #5	LSGT representative	Kelly Madden
Stakeholder#6	LSGT representative	Dani Silva

How will the team ensure that stakeholders, and in particular parents/guardians, were able to provide meaningful input into the needs assessment process?	<p>The SIP will be discussed at LSGT meetings and input will be collected from stakeholders to add as needed.</p> <p>The SIP will be created alongside the school leadership team.</p>
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## 1. General Improvement Plan Information

<b>District</b>	Floyd County Schools
<b>School Name</b>	Pepperell Middle School
<b>Team Lead</b>	Courtney Hampton

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

**Factors(s) Used by District to Identify Students in Poverty (Select all that apply)**

<b>X</b>	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

## 2. School Improvement Goals

### 2.1 Overarching Need #1

<b>Overarching Need as identified in CNA Section 3.2</b>	Professional Capacity
<b>Root Cause #1</b>	Staff has not been an active participant in the decision making process.
<b>Root Cause #2</b>	Professional learning has not been a focus.
<b>Root Cause #3</b>	
<b>Goal</b>	Develop a school-wide leadership team that actively participates in decision making for the school. This creates ownership among the team.

### Action Step #1

<b>Action Step</b>	Develop a leadership team (Year 2 of implementation)
<b>Funding Source</b>	N/A
<b>Subgroups</b>	Each group will have a designated representative to serve in the leadership capacity.
<b>Systems</b>	
<b>Method for Monitoring Implementation and Effectiveness/Measure</b>	Monthly/quarterly meetings with an agenda and minutes that are shared to staff in a timely manner.
<b>Position/Role Responsible</b>	Leadership Team
<b>Timeline for Implementation</b>	All year (members will serve a 2-year term)
<b>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</b>	N/A

## 2. School Improvement Goals

### 2.2 Overarching Need #2

<b>Overarching Need as identified in CNA Section 3.2</b>	Supportive Learning Environment
<b>Root Cause #1</b>	Lack of accountability
<b>Root Cause #2</b>	Inconsistent MTSS process
<b>Root Cause #3</b>	
<b>Goal</b>	To increase knowledge and implementation of the MTSS process at PMS.

### Action Step #1

<b>Action Step</b>	Purchase intervention programs and provide adequate training for implementation.
<b>Funding Source</b>	Title 1
<b>Subgroups</b>	PLC groups will meet to discuss MTSS data
<b>Systems</b>	
<b>Method for Monitoring Implementation and Effectiveness/Measure</b>	PLC will analyze data and determine if appropriate interventions are being used for individual student needs.
<b>Position/Role Responsible</b>	Admin Team / Teachers / Coaches
<b>Timeline for Implementation</b>	On-going throughout the year
<b>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</b>	Intervention Programs

## 2. School Improvement Goals

### 2.3 Overarching Need #3

<b>Overarching Need as identified in CNA Section 3.2</b>	Coherent Instructional
<b>Root Cause #1</b>	Lack of knowledge
<b>Root Cause #2</b>	Lack of accountability
<b>Root Cause #3</b>	Lack of guidance
<b>Goal</b>	PMS will analyze data to ensure that students are making progress and that students are an active participant in monitoring their academic progress.

### Action Step #1

<b>Action Step</b>	Professional Learning
<b>Funding Source</b>	Title 1
<b>Subgroups</b>	
<b>Systems</b>	
<b>Method for Monitoring Implementation and Effectiveness/Measure</b>	
<b>Position/Role Responsible</b>	Administration / Teachers / Coaches
<b>Timeline for Implementation</b>	On-going all year through the use of effective PLC's.
<b>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</b>	NWGA Resa, FCS, etc.

**Action Step #2**

<b>Action Step</b>	Instructional Resources
<b>Funding Source</b>	Title 1
<b>Subgroups</b>	
<b>Systems</b>	
<b>Method for Monitoring Implementation and Effectiveness/Measure</b>	
<b>Position/Role Responsible</b>	Administration / Teachers / Coaches
<b>Timeline for Implementation</b>	On-going all year based on the needs of teachers/students.
<b>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</b>	



### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Serving Children, PQ

<b>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</b>	Input was collected from LSGT members, which consists of teacher, parent and community representatives. The SIP was also discussed among our leadership team, which includes teacher representatives from each grade level/department.
<b>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</b>	We have made every attempt to ensure that our staff is teaching in-field and on the occasions that is not the case, additional support is added to those classrooms. (20-day letters are sent home to any student who may be taught by a teacher that is not qualified.)
<b>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</b>	Title 1 is used to support all subject areas, with an emphasis on reading and math instruction. Targeted intervention programs are used to address the individual needs of students. This year, we funded two new interventionist positions so that we could provide additional support to students who are in need.
<b>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point</b>	Data is used to guide individual decisions for students. As the team identifies students in need of support, the team works through the MTSS process to provide quality support.

system) that uses the objective criteria to rank all students.

### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

**5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.**

N/A

**6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.**

We are excited that Pepperell Middle School is offering a CTAE (technology) course at the middle school level. The technology course has been extremely successful at PMS. We look forward to continuing to grow this program and even expand in the future. At Pepperell Middle School, we want our students to be successful when they transition to PHS and we plan to work with PHS to ensure that happens. Constant communication regarding MTSS is already in place and we would love for our 7th grade students to take a field trip to PHS to tour the campus. The Pepperell community already has a solid "tight-knit" community bond and we just want to continue to foster and grow that culture.

**7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students**

PBIS is implemented at Pepperell Middle School with a high success rate. We have a very involved PBIS committee that reviews the data monthly and looks at ways we can improve with behavior as an overall school. When looking at student discipline, our first response is to provide support inside the classroom vs. removing students from the classroom.

**8 Use the space below to provide additional narrative regarding the school's improvement plan system) that uses the objective criteria to rank all students.**