



FCS

FLOYD COUNTY SCHOOLS

2019-2021

School Improvement Plan

School: Pepperell Middle School

Principal: Becky McCoy

Superintendent: Dr. Glenn White

Vision & Mission

Our Vision: Pepperell Middle wants all students to be focused and motivated to life-long learners who are focused on making positive changes for themselves and others.

Our Mission: Pepperell Middle will meet students where they are emotionally and intellectually, and support them academically to reach their full potential.

When was the vision & mission last reviewed and revised by the school? 2018-19 school year via Google Form for input from staff

September 2019

How was the vision and mission established in collaboration with its stakeholders?

A Google Form was given to all staff members at PMS for their input on the vision and mission statement. The next step will be to formalize these thoughts with the Leadership Team. Once this is completed, the vision and mission statements will be given to the LSGT on September 24 for any input/suggestions/changes.

The Google Form was finalized after the LSGT meeting so this will be given to LSGT members at the October 29th meeting.

CCRPI Overall Score

College and Career Ready Performance Index (CCRPI)

Year: 2019 ▾

District: Floyd County

School: Pepperell Middle School - 0273


ALL MIDDLE


OVERALL SCHOOL SCORE

80.3

Content Mastery

Content Mastery

 **WHAT IS CONTENT MASTERY?** Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies.

HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY? 64.6  +4.4

HOW DID THE DISTRICT AND STATE PERFORM?	DISTRICT SCORE	67.9
	STATE SCORE	66.3

HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS
100.00% Participation Rate

59.94  +5.26

MATHEMATICS
99.85% Participation Rate

69.76  +7.35

SCIENCE
99.51% Participation Rate

61.09  -3.37

SOCIAL STUDIES
99.51% Participation Rate

66.75  +0.70

Progress

HOW DID THE SCHOOL
PERFORM ON PROGRESS?

97.6  +3.8

HOW DID THE DISTRICT AND
STATE PERFORM?

DISTRICT SCORE

87.2

STATE SCORE

80.3

HOW DID THE SCHOOL
PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS

95.26  +4.46

MATHEMATICS

100.00+  +3.26

PROGRESS TOWARDS ENGLISH
LANGUAGE PROFICIENCY

Too Few
Students

Achievement Gap

HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

71.2  -26.9

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE

100.0

STATE SCORE

50.0

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS



























ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

LEGEND

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS				
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK				
HISPANIC				
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED				
ENGLISH LEARNERS				
STUDENTS WITH DISABILITY				

Readiness:

HOW DID THE SCHOOL
PERFORM ON READINESS?

80.4  +2.6

HOW DID THE DISTRICT AND
STATE PERFORM?

DISTRICT SCORE	82.3
STATE SCORE	82.8

HOW DID THE SCHOOL
PERFORM IN EACH AREA OF
READINESS?

LITERACY	56.40%	 +3.18
STUDENT ATTENDANCE	89.37%	 +6.13
BEYOND THE CORE	95.56%	 -1.52

 [View BEYOND THE CORE data](#)

5 Star School Climate Performance



SCHOOL CLIMATE

Survey	81.46
Discipline	80.54
Safe And Substance-Free Learning Environment	89.86
Attendance	93.89

[VIEW DETAILS](#)

Milestones and other Assessment Data

[2019 EOG Milestones](#)

[2019 EOC Milestones](#)

Title I Schoolwide Plan Indicators are included in this plan in RED

COMPREHENSIVE NEEDS ASSESSMENT (Title I)--These are based on data prior to COVID but it is what we are using moving into this school year

Data was evaluated and subgroups were identified as our targets of instruction. Additionally, we want to use the information to target whole instruction to other classrooms.

[GAA scores](#)

[6th Math Winter MAP](#)

[6th ELA Winter MAP](#)

[7th ELA Winter MAP](#)

[7th Math Winter MAP](#)

Focus Area #1 : Learning Capacity

Goal I - The District and Schools will achieve at a rate that will maintain levels of growth required to close achievement gaps as defined by the state as 3% and 6% of the gap between achievement and 100%.

Initiatives/Actions	Person(s) Responsible	Artifacts/Data To Be Gathered for Monitoring	Discussion of Progress by SIP Team Regarding Monitoring of Implementation
Describe the initiatives/actions that will be implemented during the current school year to improve student performance in the targeted subject area/growth area listed above. Be sure to indicate the target audience - All students, a particular subgroup(s), parents, teachers.	(Who is responsible for implementing the initiative/action?, Who is responsible for monitoring the fidelity of implementation in collaboration with the team?)	(Specific interim indicators used by the SIP Team to monitor progress during the school year)	Completed during SIP Meetings (Summarize the data discussed during individual SIP meetings used to monitor the fidelity of implementation, include meeting dates & quantifiable data)
Read 180/System 44 Odysseyware Learning Paths-MAP focused Odysseyware	Lila Culberson/Kelley Gaylor	Student with low RI scores and milestones scores were identified and placed in the program Individualized MAP learning paths were assigned to students; REP and EL students targeted	
Interventions done in the morning and afternoons in math and ELA	Team of teachers per grade level	We looked at the Milestones scores and made a list of students who scored proficient or advanced. Then we compared these students to their current academic scores. The rest of the students are our target kids. Teachers then broke these kids down into smaller groups for specific and “like” problem areas	PLC discussions Revise groups as needed
MASH Fridays	Teachers	Students who are failing classes	

		will be pulled from connections on Fridays to work with their specific teachers	
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MAP	All ELA, math and science teachers	Baseline score in each subject with differentiated needs of students available for teachers	All students Data collected three times
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Focus Area #2: Resource Capacity

Goal: The District and schools will maintain a positive, productive, safe, and engaging learning community.

Initiatives/Actions	Person(s) Responsible	Artifacts/Data To Be Gathered for Monitoring	Discussion of Progress by SIP Team Regarding Monitoring of Implementation
Describe the initiatives/actions that will be implemented during the current school year to improve student performance in the targeted subject area/growth area listed above. Be sure to indicate the target audience - All students, a particular subgroup(s), parents, teachers.	(Who is responsible for implementing the initiative/action?, Who is responsible for monitoring the fidelity of implementation in collaboration with the team?)	(Specific interim indicators used by the SIP Team to monitor progress during the school year)	Completed during SIP Meetings (Summarize the data discussed during individual SIP meetings used to monitor the fidelity of implementation, include meeting dates & quantifiable data)
<p>Open House Annual Title I Meeting Title I Revision Meeting 2 Teacher Trainings per semester Virtual Learning Parent/Student Orientation</p>	<p>Lila Culberson</p> <p>Becky McCoy, Jana Brewer, Beth Phillips, Breanna Kinsey, Kelly Gaylor, Russ Burnett, Austin Sanders, Lila Culberson</p>	<p>Sign in sheets Parent Evaluation Sheets</p> <p>Sign in sheets Parent Evaluation Sheets</p>	
FIRE store PBIS Rewards	Student incentive committee PBIS/Jordan Catron, teacher	Daily accumulation of students doing the four points of our FIRE program	PBIS rewards program used given for various actions of students and these are used for incentives.
Administrators Being Seen Movement	Gordon Scoggins Becky McCoy	SWIS data	Administrators are visible in lunchroom and in the hallways with movable carts.
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Focus Area #3: Leadership Capacity

Goal: The District and schools will maximize the impact of all available resources on student achievement and organizational effectiveness.

Initiatives/Actions	Person(s) Responsible	Artifacts/Data To Be Gathered for Monitoring	Discussion of Progress by SIP Team Regarding Monitoring of Implementation
Describe the initiatives/actions that will be implemented during the current school year to improve student performance in the targeted subject area/growth area listed above. Be sure to indicate the target audience - All students, a particular subgroup(s), parents, teachers.	(Who is responsible for implementing the initiative/action?, Who is responsible for monitoring the fidelity of implementation in collaboration with the team?)	(Specific interim indicators used by the SIP Team to monitor progress during the school year)	Completed during SIP Meetings (Summarize the data discussed during individual SIP meetings used to monitor the fidelity of implementation, include meeting dates & quantifiable data)
Honors/Gifted PLCs after school	Jana Brewer	Grades, McCall Govignon info, Milestones, Projects, Writing	Discussion regarding the rigor of the upper 25% of students and how to move them to the 3 and 4 of Milestones. August 27 September 24 October 29 November 19 December 17 January 28 February 25 March 25 April 22 May 20

Math collaboratives at PMS	Jennifer White	Samples of work brought back to PLCs following collaboration; walkthroughs; lesson plans; instructional strategies	
PMS Induction	Gordon Scoggins/New teachers	Meetings during the year to focus on lesson plans, classroom management, TKES, differentiation, and assessments	August 27 August Notes September/October Induction Notes November 20 January 29 March 26 May 18
PMS PLCs	Grade level team leaders/teachers	Meet weekly on Wednesday discussing data and student information	

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School Professional Learning Plan

Activity and Corresponding Action Step/Initiative	Date/Time	Participants	Facilitator/Provider	Delivery Format	Funding
What? Why?	When?	For whom?	By whom?	How?	With what?
MAP	8/10-5/25	All students in ELA and math	All ELA/math teachers	Assessment; differentiated strategies	FCS
Online Teacher training	8/10-5/25	All students	All staff and teachers	Four of our online teaching endorsed teachers will be doing this ongoing training to assist our staff with teaching students online this year	Pepperell Middle
Swivl training	10/1-5/25	All students	All staff	This training will help teachers know how to effectively use the technology in delivering lessons online	

Review of Data

Review of Data

Major Strengths & Challenges from Data Review

**We will continue our focus from the 2019-20 school year since we did not have Milestones data for reference (COVID)

Math: Though our beginning numbers have improved to developing from the year before, we are still low in the African American population (79% with beginning and developing)

ELA: Our multi-racial math and African American ELA scores are low (73% and 82% respectively) at the beginning and developing levels. Strengths and improvements were made in caucasian students

Science: Area of need is with students with disabilities (81% below proficient)

Social Studies: Area of need is with students with disabilities (81% below proficient)

School Climate: 5 star rating--celebrate!

Family Engagement: See below with Title information

Prioritized Academic Needs - The following needs are addressed through action steps located in this school improvement plan. These are the specific academic areas of highest instructional needs:

--all ELA teachers need support (ELA collaborative with BNeslin at PMS); moved some personnel; concentration on constructive writing PLCs; continue working on lexile growth (RI)

--6th grade math teachers will give the GLOSS and target Tier III kids; Study Island usage in math during interventions like the 7th grade teachers used it last year

--a REP team was established to target our low at risk students who are not IEP or 504 students

Prioritized School Climate Needs - The following needs are addressed through action steps located in this school

improvement plan (i.e., attendance, PBIS, discipline, social-emotional, etc.).

August Discipline Data for PBIS review: [August PBIS](#)

Georgia HOPE is present in our school everyday with a current caseload of 25-30 students (referred six this year already)

Prioritized Family Engagement Needs - The following needs are addressed through action steps located in this school improvement plan (how will the school help parents continue student learning at home?).

Parent Conference Days- October 21 2020 and March 18, 2021

Annual title I Meeting- September 25-October 8, 2020 Virtual

Spring Revision Meeting- April 23, 2021

Odysseyware Support- Year Long by Ms. Culberson

Virtual Student Support--Year Long--Ms. Culberson, Mrs. McCoy, Beth Phillips, Jana Brewer, Kelly Gaylor, Breanna Kinsey

Evidence Based Strategies

Evidence Based Strategies	
Strategy	Supporting Research
Read 180/System 44	Tier II/III
Odysseyware Map Learning Paths	Odysseyware
RTI --Check In/Check Out	www.rtinetwork.com
RTI--Behavior Plans	
RTI--Peer Tutoring	
Math and ELA tutoring	School web site link
2 Para-professionals to enhance instruction of at risk students	
Subscriptions to IXL, TPT, USATest Prep, EdPuzzle, Study Island, NewsELA	Teacher data and MAP and Milestones data

Literacy	
Strategy	Supporting Research
Read 180	Read 180 Research
System 44	System 44 Research

Teacher Capacity

Strategy	Supporting Research
Staff Development	

Parent Capacity

Strategy	Supporting Research
6th and 7th Grade Orientation	https://docs.google.com/presentation/d/18M7hXtOzJpqEtnYe4PvTQo1eIt_ZEqFgmLGOo2xvKRI/edit
Annual Title I Meeting	
Parent/Teacher Conference Days	
Open House/Virtual Parent Meeting	https://docs.google.com/presentation/d/1BIpCkf35hmR6dI1ZURFzpMPV6QLlOXspEZJJ8vCEKbE/edit
Parent and Family Engagement strategies for parents of EL	Parents of EL will participate in parent engagement activities planned at the system level for the purpose of informing the parents how to be involved in the education of their children; and be active participants in assisting their children to attain English proficiency; achieve at high levels within a well-rounded education; and meet the challenging state academic standards expected of all students.

Effective, Timely RTI

Effective, Timely RTI

measures to ensure that students' difficulties are identified on a timely basis.

[PMS RTI Monitoring Sheet](#)- Information is collected throughout the year and placed on the sheet by teachers during PLC's.

The action steps/initiatives from the schoolwide plan that provide effective, timely assistance to students who are experiencing difficulty mastering standards and contain components that are funded or connected to funding by Title I are listed below

Interventionists work with students using research based instructional strategies to support math and reading needs

System 44/Read 180

Additionally, to address the needs of all students, we have our guidance counselor available who provides regular guidance opportunities for our students. We also utilize Georgia Hope and our social worker for more intense needs. Georgia Hope offers in house mental health services as well as in home visits with families. Our social worker assists our counselor with helping our families find needed medical support, mental services, and other services in the community.

Weekly PLC's to discuss progress. Students are identified for RTI monitoring. Spreadsheet established for progress monitoring.

Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Disaggregated Assessment Results

Disaggregated Assessment Results

Benchmarks: did not have 2019-2020 data due to COVID

Fall 2019 MAP

[MAP instructional data](#)--winter

Intervention: Math teachers will break classes down into three groups per class. After introducing a concept, they will assess and break kids into high, middle, and struggling students. They will divide/conquer in reviewing/previewing/enrichment.

GADOE:

SWD Achievement

Timeline for development, implementation, and monitoring of schoolwide plan			
Task	Facilitated by	Were parents involved in this step?	Date
Self contained PLC--focus on data and goals	Trista Edge	Yes at IEP meetings	8/1/20-5/22/21
Language Live	Select Resource teachers	Yes	8/1/20-5/22/21
System Wide Staff Development Days	Various Leaders	Yes	8/28/20-5/22/21
Classroom Observations	Admin/Beka Nichols	no	8/1/20-5/22/21
Intervention Period	Teachers	no	8/1/20-5/22/21
Weekly PLC's	Admin/Teachers	no	8/1/20-5/22/21
IEP Meetings and Progress Reports	Teachers	Yes	8/1/20-5/22/21
Tutoring for Math and ELA	Teachers	Yes	10/26/20-5/22/21
Math Competency Lessons	Michelle Clay	No	8/1/20-5/22/21

Title I Schoolwide Plan Development 3.a; 3.b; 3.c; 3.d

The stakeholders of Pepperell Middle School developed this Title I Schoolwide Plan during a one year period.

At the end of March, 2017, the stakeholders made a decision to pursue Title I Schoolwide status for Pepperell Middle School for the 2018-2019 school year. The team began planning at that point. A school Title I SIP was created, submitted, and approved by the state. Pepperell Middle was a fully operational Title I school in the 2018-2019 school year. We continue to operate as a fully operational Title I School for the 2019-2020 and 2020-2021 School Years.

The plan was developed with the involvement of parents and the community; school leaders including the principal, assistant principal, teachers, and paraprofessionals; and other system personnel.

This plan shall remain in effect as long as the school operates as a Title I school. The plan will be amended regularly as new data is analyzed and stakeholders become aware of evolving student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

This plan is made available to the local educational agency, parents, and the public. A copy of the plan is maintained in the school office and it is available on the school's website. This plan is in a uniform format and, to the extent practicable, provided in language that the parents can understand.

Transitions from Middle Grades to High School

Students from Pepperell elementary school feed into Pepperell Middle School. Students from Pepperell Middle School feed into Pepperell High School. Due to the middle school being torn down in preparation of the new Pepperell Middle School, the 5th grade did not visit in the Spring as they have done in previous years. With COVID hitting in the spring of 2020, we did not have the typical Open House for 6th graders. Instead, we opened it up for a tiered visit, limited to only the classroom. If this were a normal year--In pre-planning, these students have a separate open house during the day where they get a copy of their schedule, they go through the schedule, and become familiar with the layout before the first day of school. In March, teachers and administration conduct honors interviews for students interested in the school honors program. Coaches of fall sports also visit Pepperell Elementary to provide information about their programs, so students can participate.

In Floyd County Schools, our middle schools consist of 6th and 7th grades while our high school consists of grades 8-12. Our transition efforts for students moving from middle to high school take place during the 7th grade year and are ongoing through the 8th grade year. The high school administrators meet with students to talk about the honors program and provide applications for students interested in taking honors classes in high school. Later, those potential honors students are interviewed by the high school administrators. In late spring, the high school administrators meet with all of the seventh graders to discuss class expectations and register students for 8th grade classes. The students take a field trip to the high school to tour the building.

Eighth grade students may take high school credit courses. These include: Physical Science, Algebra I, Foundations of Algebra, 9th grade Literature, and health. Once in the high school setting, eighth grade students and their families are presented with information related to high school expectations, opportunities, and graduation requirements. A freshman academy with academic and social/emotional support is offered for students in ninth grade to further ease the transition from middle grades to high school.

Throughout the transition from middle grades to high school, guidance counselors work with students to identify student interests and skills as part of career counseling.

Evaluation of the Schoolwide Plan

Initiative (Include personnel, ALL subscriptions, curriculum, professional learning)	Assessment	Past Results	Current Results	Plan for Next Year (Continue; Discontinue; Modify)
Academic Interventionist	Ga Milestones	2019-32% showed beginning learner in all grades	2020 - 20% show beginning learner in all grades	Continue - students were successful
Instructional Coach	Ga Milestones	2019 - 28% showed proficient or distinguished in all grades	2020 40% showed proficient or distinguished in all grades	Modify - increase focus on students in the developing and proficient range

SWIVL	For all assessments/instruction	Online instruction has not been a necessity	Teachers are being trained all year for use of the technology to enhance lessons	Continue--students thriving with video lessons of instruction
SS Weekly	Support content reading and instruction	Helped with reading content	Continue to see students engaged with material in class and virtual	Continue--students thriving
Kajeet	Hot spot for students learning at home without internet	Used for students with no internet at home		Continue
USA Test Prep	Support for SS, Math and science instruction	Used in classes to assess students knowledge		Continue- students do well and improve using this program
IXL	Math support			Continue-teacher data proves this helps students
EdPuzzle				Continue
PlickersPro	Allows teachers to assess students immediately with immediate feedback.			Continue
NewsELA	ELA teachers for critical thinking and writing			
School Access TPT	Assist teachers with opportunities to help students with learning both virtually and face-to-face			Plan to continue based on results from this year
Science equipment	Science lessons and			

	experiments			
Gallopade SS and science instructional books	SS and science assessments			Continue- excellent resource for Social Studies and Science-gearred to standards
Math Manipulatives	Hands-on learning for all students			
Study Island	Math enrichment			