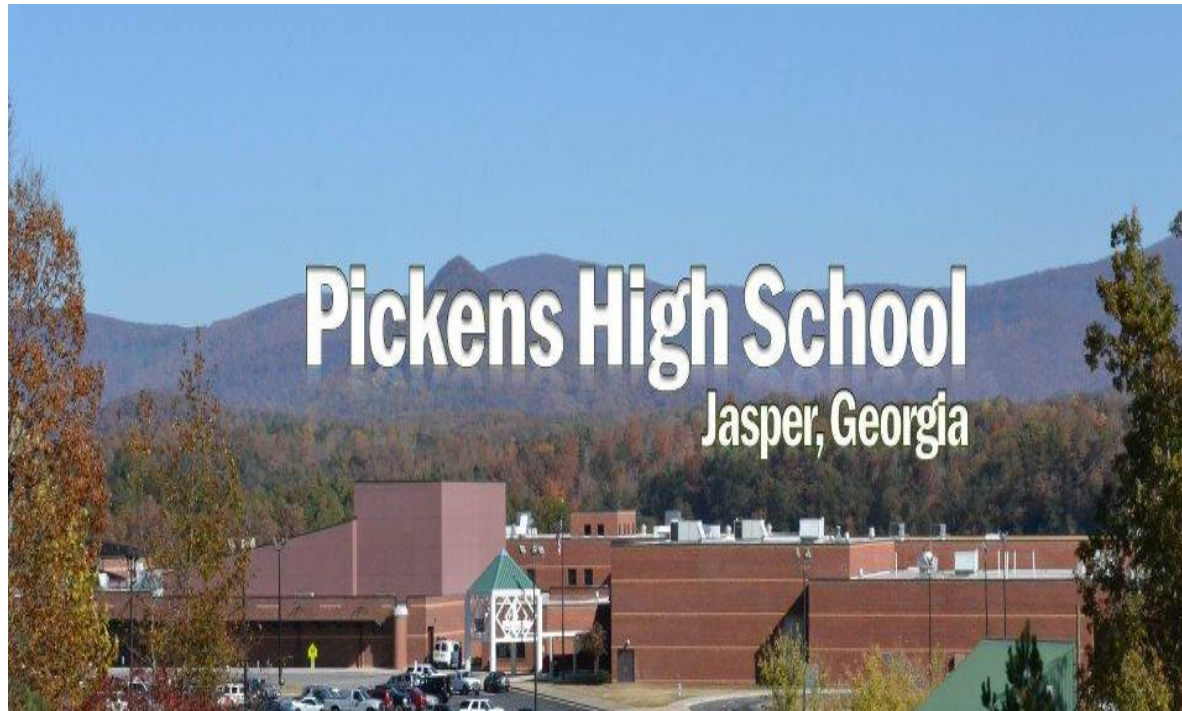


**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**



**School Improvement Plan**



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<b>SCHOOL IMPROVEMENT PLAN</b>					
School Name: <i>Pickens High School</i>			District Name: <i>Pickens County</i>		
Principal Name: <i>Chris LeMieux</i>			School Year: <i>2015-16</i>		
Title I Schoolwide Program <input type="checkbox"/>		Title I Targeted Assistance <input type="checkbox"/>		Non-Title I School <input type="checkbox"/>	
<b>ESEA WAIVER ACCOUNTABILITY STATUS (Based on 2012 Data)</b> (Check all boxes that apply and provide additional information if requested.)					
Priority School (SIG) <input type="checkbox"/>		Priority (Graduation Rate) <input type="checkbox"/>		Priority (Achievement) <input type="checkbox"/>	
<b>Alert School <input type="checkbox"/> (Use 2012 Data)</b>			<b>Focus School <input type="checkbox"/> (Use 2012 Data)</b>		
Subject Alert	<input type="checkbox"/>	List Subject(s)	Graduation Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Sub-Group Alert	<input type="checkbox"/>	List Sub-Group(s)	Achievement Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Graduation Alert	<input type="checkbox"/>	List Sub-Group(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	

Note: Double clicking on the gray squares brings up the option to mark the squares.

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<b>STRATEGIC GOAL AREA I: Student Achievement</b>						
<u>Performance Objective A: Implement Adopted Curriculum</u>						
<b>Teacher/Leader Keys Standards</b>	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation and Impact on Student Learning</b>	
					<b>Artifacts</b>	<b>Evidence</b>
<b>LKES: #1,2,3</b>  C 1.1 C 1.3 C 2.2	<p><b>Initiative:</b> Organize and sequence GPS and CCGPS for core content areas around what student should know, understand, and do.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Continually review the Georgia School Framework.</li> <li>2) Hold discussions to clarify the purpose and expected use of curriculum maps.</li> <li>3) Review unit design and development continually. Tasks and assessment will clearly communicate what students should know and understand.</li> <li>4) Clearly aligned lesson plans/units with GPS or CCGPS (as appropriate).</li> <li>5) Implementation of 9<sup>th</sup> grade discrete Algebra I curriculum.</li> <li>6) Designate a time to meet to discuss curriculum topics with <i>Assistant Principal of Curriculum, Instruction, and Counseling (CIC)</i>.</li> <li>7) Become knowledgeable and effectively implement the Georgia Milestones assessment criteria.</li> <li>8) <i>Continue “constructive response” training for ELA, SpEd, and Math teachers.</i></li> <li>9) <i>Provide department heads with training on how to be an effective instructional leader for their respective departments.</i></li> </ol>	2015- 2016 School Year	Georgiastandards.org  North Georgia RESA	Administration  Dept. Chairs  Teachers  RESA Director	Teachers’ lesson plans on school website.  Collaborative planning schedules and agendas	- Collaboration between and among Academic Departments, Administration, and teachers of common subjects.(Departmental Meetings, Faculty Meetings, Leadership Meetings, PLCs, agendas and notes)

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<b>STRATEGIC GOAL AREA I: Student Achievement</b>						
Performance Objective B: Utilize Formative and Summative Data						
Teacher/Leader Keys Standards	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
<b>LKES #1,2,3</b>  A 1.1 A 1.4 A 2.2 A 3.1 I 2.4	<p><b>Initiative:</b> Pickens High School teachers will utilize formative and summative data to drive student achievement by:</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Utilize departmentally developed curriculum pacing guides and continue to align and update common assessments to course standards. This will allow teachers to reach a consensus on expectations for students, guide instructions, and promote consistency in rigor from class to class.</li> <li>2) Develop and use common assessments in all subject areas among teachers.</li> <li>3) Design performance tasks to establish real world application of standards.</li> <li>4) Analyze student work on a regular basis in teacher meetings to revise instructional plans as needed. Proper protocols are established for this process.</li> <li>5) Discuss issues pertaining to effective instruction and student achievement.</li> </ol>	2015-2016 School Year	GA DOE Website  GA State Longitudinal Data System (SLDS)  Georgiastandards.org  Georgia OAS Benchmark Assessments  Usatestprep.com  CTAE Resource Network  <i>Achieve 3000</i>  <i>Scholastic Reading Instrument (SRI)</i>	Administration  Departmental Chairs  Teachers  Professional trainers	Department Meeting minutes  Shared lesson plans and lesson plans adjusted to reflect assessment data  Student assessments  GA SLDS data used for areas of need.  Performance based assessments.  Student work samples  Rubrics for grading common assessments	Teacher-made assessments  Constant adjustments will be made within unit plans to reflect state-mandated curriculum changes (CCGPS & CTAE Standards)  Georgia OAS/GOFAR benchmark tests utilized in common assessment to measure student growth  USA Test Prep data feedback from practice and tests.  Students' work on performance-based assessments will reflect mastery of standards.  <i>Achieve 3000 &amp; SRI Lexile data feedback</i>

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**PROCESS GOALS:**

- Increase teacher use of instructional technology in the classroom during the *third* full year implementation of BYOD initiative.
- Increase student use of instructional technology in the classroom during the *third* full year implementation of BYOD initiative.
- Improve and develop each teacher’s ability in regards to differentiated instruction in their classes.
- Improve teacher understanding and implementation of RTI (Graduate First and Graduate Focus) in their classrooms.
- Provide students with access to enrichment and remediation services as needed.
- Increase the number of students completing Pathways in CTAE, Fine Arts, and Foreign Language.

**STRATEGIC GOAL AREA I: Student Achievement**

Performance Objective C: Implement a Diversity of Learning Strategies

Teacher/Leader Keys Standards	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
<p><b>LKES</b> <b>#1,2,3,4,7</b></p> <p>I 2.7 I 2.3 PL 1.5</p>	<p><b>Initiative:</b> Increase the % of students and teachers using appropriate technology in the classroom.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Utilize the most up-to-date technology to enhance student instruction.</li> <li>2) Utilize teacher technology training and professional learning to maximize teacher effectiveness in classroom technology instruction.</li> <li>3) Provide technology for those students who may not have a smartphone or other device in the classroom.</li> <li>4) <i>Provide two class sets of Chromebooks for the ELA, SS, and Sci departments</i></li> <li>5) <i>The county ITS will collaborate with the assistant principal of curriculum and instruction and the department heads to plan technology training for the staff.</i></li> </ol>	<p>Ongoing 2015-2016 school year</p>	<p>Professional Development Funds.</p> <p>SPLOST funds set aside for technology</p> <p><i>Striving Readers Grant</i></p>	<p>Teacher Technology Team</p> <p>Administration</p> <p>Department Chairs</p> <p>Teachers</p> <p><i>Director of Teaching and Learning</i></p> <p><i>Director of Technology</i></p> <p><i>Instructional Technology Specialist (ITS)</i></p>	<p>In-House Teacher Training in Instructional Technology</p> <p>Professional Development Workshops in Technology</p> <p><i>6 class sets of Chromebooks</i></p>	<p>Teacher Sign In Sheets from in House training.</p> <p>Professional Development Feedback/Re-delivery from PD workshops.</p>

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<p><b>LKES #1-7</b></p> <p>I 3.1 SC 1.1</p>	<p><b>Initiative:</b> Improve the quality and efficiency of faculty using differentiated instruction and RTI (Graduate First and Graduate Focus) in all learning levels.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Train faculty on differentiation strategies and RTI implementation.</li> <li>2) Provide professional development for all teachers in Differentiation and RTI</li> <li>3) Promote collaboration among faculty re: differentiation and RTI</li> </ol>	<p>Ongoing 2015-2016</p> <p>In-service Days</p> <p>Department Meetings, common planning time.</p>	<p>Professional Development Funds</p> <p>Georgia Department of Education. (TKES Trainer)</p> <p>RTI teacher training)</p> <p>GraduateFirst and GraduateFocus committee</p>	<p>Administration</p> <p>Department Chairs</p> <p>Teachers</p> <p>Trainers</p> <p><i>Assistant Principal of Curriculum and Instruction</i></p>	<p>Implementation of second year of Teacher Keys Effectiveness System</p> <p>Department meeting minutes</p> <p>List of professional development based on need.</p>	<p>% participation in in-service training.</p> <p>100% participation in in-service training.</p>
<p><b>LKES #1,2,3</b></p> <p>I 3.1 SC 1.1</p>	<p><b>Initiative:</b> Implement additional learning time for struggling students, grades 9-12 who are failing a core content class at the end of 1<sup>st</sup> and 3<sup>rd</sup> 9 week grading period.</p> <ol style="list-style-type: none"> <li>a) Before school tutoring</li> <li>b) After school tutoring</li> <li>c) <i>Extra Learning Time (ELT)</i> during advisement/club schedule days</li> <li>d) Lunch-and-Learn</li> <li>e) <i>Study Skills Class (w/ Grad Point software)</i></li> </ol> <p>Explore transportation for after-school tutoring</p>	<p>Ongoing 2015-2016</p>	<p>Teacher in all areas</p> <p><i>School Counselors</i></p>	<p>Administration</p> <p>Teachers</p>	<p>1<sup>st</sup> and 3<sup>rd</sup> 9 week report cards.</p> <p>Student sign in sheets.</p> <p><i>GraduateFirst and GraduateFocus Data Spreadsheet</i></p>	<p>Progress Monitoring and Final Semester Grades at the end of each semester.</p> <p><i>GraduateFirst and GraduateFocus Success Rates</i></p>

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<p><b>LKES #1,3</b></p> <p>I 3.1 SC 1.1</p>	<p><b>Initiative:</b> Increase the % of students receiving Enrichment/remediation.</p> <ol style="list-style-type: none"> <li>1) Increase the number of classes and/ or students participating in AP/Honors/<i>MOWR</i> classes.</li> <li>2) Offer Gradpoint classes for those students who need to retake a failed EOC.</li> <li>3) Explore weekend, <i>before/after school</i> opportunity for remediation/enrichment for AP, <i>struggling academic, and SAT/ACT</i> students.</li> <li>4) <i>Continue to expand online learning through the Georgia Virtual Learning (GAVS) classes at PHS.</i></li> </ol>	<p>Beginning of each semester of 2015-2016 school year</p>	<p>FTE instructional funds, Technology Lab for <i>Gradpoint</i> software, lab manager, content area teachers</p> <p>20-day money</p> <p><i>GAVS Lab</i></p>	<p>Teachers</p> <p>Counselors</p> <p>Lab Manager</p> <p>Teachers for <i>Gradpoint, GAVS, and A.P.</i> classes.</p> <p>Administration</p>	<p>Number of students enrolled in AP and <i>MOWR</i> classes.</p> <p>Infinite Campus Data showing students who failed an EOCT</p> <p>Number of students enrolled in Gradpoint at PHS.</p>	<p>Progress Monitoring in the AP/Honors Classes, as well as Gradpoint classes</p>
<p><b>LKES #1,3</b></p>	<p><b>Initiative:</b> Increase the % of students completing pathways in CTAE/Fine Arts/Foreign Language.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Ensure faculty/student/parent understanding of pathways through CCRPI initiatives</li> <li>2) Assist students in scheduling to insure an increase in pathway completers</li> <li>3) Train teachers to utilize advisement time to promote/educate students on pathways</li> </ol>	<p>Ongoing 2015-2016</p>	<p>Faculty, Leadership Meetings, Staff Development (in-house)</p> <p><i>Monthly</i> advisement time for advising students</p>	<p>Teachers</p> <p>Counselors</p> <p>Administrators</p> <p>Dept. Chairs</p> <p>Students</p>	<p>Faculty meeting agendas and sign in sheets</p> <p>Counselor/Advisement lessons.</p>	<p>Comparison of pathway completers from 2014-2015 to 2015-2016.</p>

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<b>STRATEGIC GOAL AREA I: Student Achievement</b>						
<u>Performance Objective D: Improve Student Performance</u>						
<b>Process Goals</b>						
<ul style="list-style-type: none"> <li>• Increase % of students tests scores in the “Exceeds” level for all EOC assessments.</li> <li>• Decrease % of students test scores in the “Does Not Meet” level.</li> <li>• Improve overall performance of Students with Disabilities (SWD).</li> <li>• Maintain participation rate of all sub-groups to at least 95% (SWD, ED, ELL).</li> <li>• Increase % of all Students’ Lexile scores which meet and/or exceed grade-level expectations.</li> <li>• Improve EOC “Meets” and “Exceeds” rate for Coordinate Algebra and Analytical Geometry.</li> </ul>						
<b>Teacher/Leader Keys Standard</b>	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation and Impact on Student Learning</b>	
					<b>Artifacts</b>	<b>Evidence</b>
<b>LKES #1,2,3</b>	<p><b>Initiative:</b> Increase % of students tests scores in the exceeds level for all EOC assessments.</p> <ol style="list-style-type: none"> <li>1) Use test data results to target student needs in specific domains for each EOC course.</li> <li>2) Use Georgia SLDS to specifically target student areas for improvement at least once a week.</li> <li>3) Collaboration among teachers for best practices for student improvement.</li> <li>4) Use OAS/GOFAR and USA Test Prep to target student areas for improvement.</li> <li>5) Professional Development in Data analysis/interpretation to improve student achievement by subject area.</li> </ol>	Ongoing 2015-2016 school year	<p>OAS and/or GOFAR</p> <p>Georgia SLDS</p> <p>GADOE Test Data Results</p> <p>USA Test Prep software (\$4,050, 3 year purchase, county instructional funds)</p> <p>Professional Development Funds</p>	<p>Administration</p> <p>Teachers</p> <p><i>Director of Teaching and Learning</i></p> <p><i>AP of Curriculum and Instruction</i></p>	<p>EOC breakdown of test scores for all courses and subgroups, including analysis of areas of strength/weakness</p> <p>In different test domains. OAS and USA Test Prep Data to target areas of weakness</p>	<p>Monitor teacher use of Georgia SLDS, OAS, and USA Test Prep.</p>
<b>LKES #1,2,3</b>	<p><b>Initiative:</b> Decrease % of students test scores in the Does Not Meet Level.</p> <ol style="list-style-type: none"> <li>1) Use test data results to target student weaknesses in specific domains for each EOC course.</li> <li>2) Use Georgia SLDS to specifically target student deficiencies for improvement.</li> </ol>	Ongoing 2015-2016 school year	<p>OAS or GOFAR</p> <p>Georgia LDS</p> <p>GADOE Test Data Results</p> <p>USA Test Prep</p>	<p>Administration</p> <p>Teachers</p>	<p>EOC breakdown of test scores for all courses and subgroups, including analysis of areas of strength/weakness</p> <p>In different test</p>	<p>Monitor the teacher participation/use of Georgia SLDS, OAS, and USA Test Prep.</p>



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	<ol style="list-style-type: none"> <li>3) Use OAS and USA Test Prep to target student weaknesses for improvement.</li> <li>4) Professional Development in Data analysis/interpretation to improve student achievement by subject area.</li> </ol>		<p>software (\$4,050, 3 year purchase, county instructional funds.</p> <p>Professional Development Funds</p>	<p><i>Director of Teaching and Learning</i></p> <p><i>AP Curriculum and Instruction</i></p>	<p>domains. OAS and USA Test Prep Data to target areas of weakness</p>	
<p><b>LKES #1,2,3</b></p>	<p><b>Initiative:</b> Improve the overall performance of our Students with Disabilities (SWD).</p> <ol style="list-style-type: none"> <li>1) Annual survey of teachers to gage interest in co-teaching.</li> <li>2) Provide training for all co-teaching teams with agreement established between the teachers as to the roles for each in the classroom.</li> <li>3) Provide training for all teachers on the SWD forms, SWD meetings with required expectations.</li> <li>4) Provide tutoring for students that failed state-mandated assessments.</li> <li>5) <i>Implement ELT during advisement/clubs school hours.</i></li> </ol>	<p>Ongoing 2015-2016 school year.</p>		<p>Administration</p> <p>Teachers</p> <p>Lead Special Education Teacher</p> <p>Special Education Staff</p> <p>Parapros</p>	<p>Teacher Surveys re: Co-Teaching</p> <p>Agreement between Teacher and Co-Teacher in Co-Taught Classes</p> <p>Advisement Folders in each SWD Case Manager’s Advisement Class</p> <p>Sign- up Sheets for SWD students for writing remediation</p>	<p>Progress Monitoring of SWD’s by Case Managers, Teachers, Administration</p> <p>Survey Results</p> <p>Progress Monitoring of Parent Conferences</p>
<p><b>LKES #1,2,3,</b></p>	<p><b>Initiative:</b> Maintain participation rate of all sub-groups to at least 95% (SWD, ED, ELL).</p> <ol style="list-style-type: none"> <li>1) Increase collaboration among faculty, parents, and students in sub-groups to identify and discuss weaknesses to encourage student participation.</li> <li>2) Offer attendance incentives to students in sub-groups for participation.</li> </ol>	<p>Ongoing monitoring of students throughout the 2015-2016 school year.</p>	<p>Infinite Campus phone call system (District Funds)</p> <p>School Facebook Page, School Website</p> <p>School Marquee</p>	<p>Administration</p> <p>Teachers</p> <p>Parents</p> <p>Students</p> <p>Community</p>	<p>Teacher Contact Logs</p> <p>Number of “likes” on Facebook Page</p> <p><i>Infinite Campus robocall and robo e-mail logs</i></p>	<p>Teachers can articulate how collaboration and communication with students and community have impacted participation.</p>

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<p><b>LKES</b> <b># 1-5</b></p>	<p><b>Initiative:</b> Increase % of all Students' Lexile scores which meet and/or exceed grade-level expectations.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Professional Development for teachers in further understanding and implementing <i>literacy</i> strategies which support Lexile development.               <ol style="list-style-type: none"> <li>a. <i>Guest speakers –literacy field researchers (Dr. Sharon Wahpole and Dr. Mike McKenna)</i></li> <li>b. <i>Striving Readers staff training</i></li> </ol> </li> <li>2) Correlate reading materials to Lexile levels (in courses and the media center).</li> </ol>	<p>2015-2016 School</p> <p><i>June 2015 – Literacy Team Training</i></p> <p><i>July 2015 – Teacher training w/ literacy experts</i></p> <p><i>August 2015 - Achieve 3000 and Scholastic Reading Inventory (SRI) training</i></p>	<p>D.O.E. Test Data Results</p> <p>Professional Development Funds</p> <p>Destiny Media Software Program</p> <p>Community contributions</p> <p>Instructional Budget for all departments.</p> <p><i>Striving Readers Grant</i></p>	<p>Administration</p> <p>Teachers</p> <p>Media Specialist</p> <p>Staff Development Specialists</p> <p><i>AP of Curriculum and Instruction</i></p>	<p>Lexile level gains monitored on a monthly basis by 9<sup>th</sup> grade teachers.</p> <p>Achieve 3000 Lexile data</p> <p>Scholastic Reading Inventory (SRI)</p>	<p>% Increase in Lexile scores in Achieve 3000 and SRI data.</p>

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<b>PROCESS GOAL:</b>						
<ul style="list-style-type: none"> <li>▪ Successfully implement all components of Georgia’s new teacher evaluation instrument (TKES) with all certified teachers</li> </ul>						
<b>STRATEGIC GOAL AREA III: Organizational Growth and Improvement</b>						
<u>Performance Objective A:</u> Develop a School-wide Professional Development Plan						
<u>Performance Objective B:</u> Provide Training for Support Staff						
<u>Performance Objective C:</u> Provide PL Opportunities for Certified /Professional Staff						
Teacher/Leader Keys Standard	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
LKES: #1-5	<p><b>Initiative:</b> Pickens High School along with the Pickens County School System will develop a Professional Learning Plan following the format developed by the system and aligned to SIP.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Implement a Teacher Survey to determine Professional Development needs as a school.</li> <li>2) Implement priority based Professional Development among staff based on Teacher Survey.</li> <li>3) <i>Collaborate with Curriculum heads to determine priority and needs.</i></li> </ol>	On-Going	Professional Development Funds Controlled at the District Level.	Director of Teaching and Learning  Principal  <i>Assistant Principal of Curriculum and Instruction</i>	Professional Development applications, sign in Rosters, and information obtained from trainings.	Certified Staff can articulate how participation in trainings enhances their job performance.
LKES #1-5	<b>Initiative:</b> 100% of Support Staff will attend mandated system training	2015-2016	System PL notices  Staff development monies (local and state funds)  Coordinated system PL	Director of Teaching and Learning  Principal  CTAE Director  SWD Dept. Chair	Professional Development applications, sign in Rosters, and information obtained from trainings.	Support Staff can articulate how participation in trainings enhances their job performance.

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<p><b>LKES #1-8</b></p>	<p><b>Initiative:</b> 100% of Certified Staff will attend mandated system training for TKES.</p>	<p>Ongoing 2015-2016</p>	<p>Staff development monies (local and state funds)</p> <p>Coordinated system PL</p> <p>DOE Online Resources</p>	<p>Administrators</p> <p>Teachers</p>	<p>Sign – in Rosters</p> <p>Online Documentation of Completed Self-Assessments, Walk-throughs, Formative Assessments, Summative Assessments, Pre-Conferences, Mid-Year Conferences, End-of-the-Year Conferences</p>	<p>Teachers can articulate their knowledge of the TKES process throughout the school year as they continue to become more familiar with the TKES standards and processes.</p>
<p><b>LKES # 3,4</b></p>	<p><b>Initiative:</b> PHS will participate in and provide PL opportunities for Certified / Professional Staff for identified needs, based on self-assessments, walk-throughs, formative/summative feedback on TKES.</p>	<p>On-going 2015-2016</p>	<p>Webinars</p> <p>Workshops</p> <p>DOE Online Resources and Videos</p>	<p>Administrators</p>	<p>Sign –in Rosters</p> <p>Agendas</p> <p>Schedule of PL opportunities</p> <p>Online Documents</p>	<p>Effective implementation as measured during classroom observations and job assessments.</p>

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<b>STRATEGIC GOAL AREA IV: Internal Processes</b>						
<u>Performance Objective A:</u> Increase Student Participation in Cafeteria Meal Programs						
<u>Performance Objective B:</u> Maintain Facilities						
<u>Performance Objective C:</u> Ensure a Safe School Environment						
<b>Teacher/Leader Keys Standard</b>	<b>Actions, Strategies, Interventions</b>	<b>Timeline</b>	<b>Estimated Costs, Funding Sources, and Resources</b>	<b>Person(s) Responsible</b>	<b>Evaluation of Implementation and Impact on Student Learning</b>	
					<b>Artifacts</b>	<b>Evidence</b>
<b>LKES #2,4</b>	<p><b>Initiative:</b> Increase student participation in cafeteria meal programs.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Survey students on current menu items, change in menu items, and desired menu items.</li> <li>2) Review lunch schedules to insure equally distributed numbers.</li> </ol>	<ol style="list-style-type: none"> <li>1) One survey each semester.</li> <li>2) Beginning of each Semester</li> </ol>	Student surveys Nutrition Director Funds	Nutrition Director  Cafeteria Manager  Administration	Survey Results	Monthly Meal Reports from Cafeteria Manager and Director of Nutrition
<b>LKES #2</b>	<p><b>Initiative:</b> Improve and Maintain PHS facilities</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1) Improve our Safety and Security by purchasing additional cameras to our school camera system.</li> <li>2) <i>Resurface parking lots and restripe.</i></li> <li>3) Purchase / mount stationary lightning / Wet Bulb Globe Temperature monitoring system for all outside activities.</li> </ol>	2015-2016  <ol style="list-style-type: none"> <li>1) Phase 1 in place; phase 2 and 3 currently on hold.</li> </ol>	<ol style="list-style-type: none"> <li>1) Phase 2: \$46,517.87 Phase 3: \$41,003.42</li> <li>2) \$35,000</li> <li>3) Funds not available at this time</li> </ol>	Director of Operations  Administration  Athletic Director		

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Teacher/Leader Keys Standard	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
<b>LKES</b> <b>#2,4,8</b>	<b>Initiative:</b> Ensure a safe environment. <u>Action Steps:</u>	2015-2016				
	1) Update Pickens High School Emergency Preparedness and Safety Plan.	1)Annually				
	2) All staff receiving professional learning and safety training.	2)Annually				
	3) Staff training and student instruction on different safety issues such as: Fire Drills, Severe Weather drill, Intruder on campus and bomb treat.	3)Monthly	Staff Development monies (local and state funds)	Administration	Monthly Fire Drills	Teachers and students can accurately articulate appropriate procedures for fire drills, severe weather drills, intruders and bomb threats
	4) Survey staff on CPR and First Aid training and set goals to increase the percentage over the next three years, and AED training and education.	4)Annually	Local Sheriff's Department, Emergency Medical Staff	Faculty	Twice Yearly Severe Weather Drills	
	5) Conduct a mass disaster preparedness drill with teachers, staff and volunteers in order to establish baseline for additional training.	5) Spring 2016		Director of Operations	At Least Twice Yearly Intruder on Campus Drill	
	6) Conduct facility inspection to insure all safety equipment and signage is in good working order.	6)Fall 2015				
7) Add at least two AEDs to the <i>new gym and CTAE areas.</i>	7) Fall 2015 (CTAE) and Spring 2015 (new gym)					