School Improvement Plan
2024 - 2025

Richmond County
Pine Hill Middle School

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
School Name	Pine Hill Middle School
Team Lead	Dr. Kelly
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A School Improvement 1003 (a)

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

Overarching Need

Overarching Need as identified in CNA Section 3.2	ELA/Reading Instruction
Root Cause # 1	Planning, Implementation, and Monitoring of Reading and ELA instruction.
Goal	By the end of May 2025, PHMS will implement interventions and differentiated instruction to increase the percentage of students scoring proficient or distinguished on the Georgia Milestones Reading Assessment from 23.12% (129 students) to 43.81% (241 students). Additionally, 75% or more of our students will show at least typical growth on the reading i-Ready diagnostic.

Action Step # 1

Action Step	Implement professional learning to train teachers on effective ELA strategies and best practices for intervention and differentiated instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Focus Walkthroughs Agenda/ Attendance Documentation Professional Learning Calendar Teacher Needs Assessments
Method for Monitoring Effectiveness	Formative Assessments (Common) Progress and Grade reports I-Ready Growth Checks/Diagnostics Feedback Forms
Position/Role Responsible	Principal Assistant Principals Instructional Specialists
Timeline for Implementation	Weekly

Action Step # 1

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)?	RCSS Teaching and Learning Department CSRA RESA Consultants Conferences Substitutes

Action Step # 2

Action Step	Consistently implement explicit evidenced based reading strategies through differentiated instruction, intervention, tutors, and personalized learning with fidelity.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Targeted Observational Data Focus Walkthroughs Lesson Plans Collaborative Planning Logs/Attendance Sheets
Method for Monitoring Effectiveness	Formative Assessment Data I-Ready Data Reports Progress/Grade Reports Student Feedback
Position/Role Responsible	Principal Assistant Principals Instructional Specialists Teachers Paraprofessionals
Timeline for Implementation	Weekly

2.1 Overarching Need # 1

Action Step # 2

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)?	RCSS Teaching and Learning Department CSRA RESA Trainings Augusta University Substitutes FEV Tutoring iReady

Action Step # 3

Action Step	Consistently and effectively implement small group core reading instruction based on regular data analysis.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Targeted Observational Data Focus Walkthroughs Lesson Plans (small groups listed) Collaborative Planning Logs/Attendance Sheets Daily Schedules
Method for Monitoring Effectiveness	RCSS Curriculum Pacing Guides Data Analysis Protocol Time for Collaborative Planning FEV Tutoring Usage Data i-Ready Data
Position/Role Responsible	Principal Assistant Principals Instructional Specialists Teachers
Timeline for Implementation	Weekly

Action Step # 3

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)?	RCSS Teaching and Learning Department FEV Tutoring CSRA RESA Training

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Math Instruction
Root Cause # 1	Planning, Implementation, and Monitoring of Math instruction.
Goal	By the end of May 2024, PHMS will implement interventions and differentiated instruction to increase the percentage of students scoring proficient or distinguished on the Georgia Milestones Math Assessment from 2.73% (15 students) to 38.2% (213 students). Additionally, 75% or more of our students will show typical growth on the math i-Ready diagnostic.

Action Step # 1

Action Step	Implement professional learning to train teachers on effective math strategies and best practices for intervention and differentiated instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson Plans Focus Walkthroughs Agenda/ Attendance Documentation Professional Learning Calendar Teacher Needs Assessments
Method for Monitoring Effectiveness	Formative Assessments (Common) Progress and Grade reports I-Ready Growth Checks/Diagnostics Feedback Forms
Position/Role Responsible	Principal Assistant Principals Instructional Specialists
Timeline for Implementation	Weekly

Action Step # 1

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)?	RCSS Teaching and Learning Department CSRA RESA Consultants Augusta University Conferences Substitutes

Action Step # 2

Action Step	Consistently implement evidenced based strategies needed for balanced numeracy, differentiation, tutors, personalized learning, and intervention with fidelity during the math block.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Targeted Observational Data Focus Walkthroughs Lesson Plans Collaborative Planning Logs/Attendance Sheets
Method for Monitoring Effectiveness	Formative Assessment Data I-Ready Data Reports Progress/Grade Reports Growth Measure Reports FEV Tutoring Reports
Position/Role Responsible	Principal Assistant Principals Instructional Specialists Teachers
Timeline for Implementation	Weekly

Action Step # 2

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)?	RCSS Teaching and Learning Department CSRA RESA Trainings Substitutes FEV Tutoring i-Ready IXL

Action Step # 3

Action Step	Consistently implement small group core math instruction based on regular data analysis.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Targeted Observational Data Focus Walkthroughs Lesson Plans Collaborative Planning Logs/Attendance Sheets
Method for Monitoring Effectiveness	Formative Assessment Data: I-Ready Data Reports Progress/Grade Reports
Position/Role Responsible	Principal Assistant Principals Instructional Specialists Teachers Paraprofessionals
Timeline for Implementation	Weekly

Action Step # 3

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)?	RCSS Teaching and Learning Department CSRA RESA Trainings Substitutes FEV Tutoring i-Ready IXL

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Attendance
Root Cause # 1	Academic and behavioral struggles, Social and Peer challenges
Goal	By May 2025 our attendance rate will increase from 72.8% to 89.7%

Action Step # 1

Action Step	The Art Team will create an At-Risk List for chronically absent students and develop a protocol to follow.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	ART Team Meeting
Method for Monitoring Effectiveness	Change in the attendance data
Position/Role Responsible	ART Team
Timeline for Implementation	Yearly

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)?	School Council PTA Jefferson Electric

Action Step # 2

Action Step	PBIS and the ART will have monthly Attendance Celebrations
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	ART Team Meeting
Method for Monitoring Effectiveness	Change in the attendance data
Position/Role Responsible	ART Team PBIS Team
Timeline for Implementation	Monthly

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)?	School Council PTA Jefferson Electric