



# School Improvement Plan 2018-2019





Richard Woods, State School Superintendent  
*"Educating Georgia's Future."*

205 Jesse Hill Jr. Drive SE  
Atlanta, GA 30334  
(404) 657-4209  
[www.gadoe.org](http://www.gadoe.org)  
[askdoe@gadoe.org](mailto:askdoe@gadoe.org)

This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia's planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- |   |                   |
|---|-------------------|
| · Georgia's Systems of Continuous Improvement Overview                  | February 10, 2017 |
| · Planning and Preparation  | February 17, 2017 |
| · Coherent Instructional System   | February 24, 2017 |
| · Effective Leadership  | March 3, 2017     |
| · Professional Capacity   | March 10, 2017    |
| · Family and Community Engagement                                       | March 17, 2017    |
| · Supportive Learning Environment                                       | March 24, 2017    |
| · Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017    |
| · Problem Solving Process and Selecting Interventions                   | April 7, 2017     |
| · Improvement Planning - Systems and Processes                          | April 21, 2017    |
| · Planning - Budgeting  | April 28, 2017    |
| · Submitting the Comprehensive LEA Improvement Plan (CLIP)              | May 5, 2017       |

To contact the Department with any questions related to this plan, please email [federalprograms@doe.k12.ga.us](mailto:federalprograms@doe.k12.ga.us) and include "CNA Question" in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at [nhandville@doe.k12.ga.us](mailto:nhandville@doe.k12.ga.us).

# GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



## ***Systems to Improve (What to Improve)***

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

**Effective Leadership:** A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

**Professional Capacity:** A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

**Supportive Learning Environment:** A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

### ***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

**Step 3: Plan Implementation:** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

**Step 4: Implement Plan:** Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

**Step 5: Examine Progress:** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

# Georgia Department of Education

## School Improvement Plan

### 1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>School Name</i>	Calhoun Elementary School
<i>Team Lead</i>	Beth Holcomb
<i>Position</i>	Principal
<i>Email</i>	<a href="mailto:holcombb@calhounschoools.org">holcombb@calhounschoools.org</a>
<i>Phone</i>	706-629-8323

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
	Traditional funding (all Federal funds budgeted separately)
X	Consolidated funds (state/local and federal funds consolidated) - Pilot systems <b>ONLY</b>
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification <b>ONLY</b>
	Other (if selected, please describe below)



## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

*Specific*

*Measurable*

*Attainable*

*Relevant*

*Time-bound*

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

#### 2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

#### Coherent Instructional System

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

#### Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

#### Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

#### Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

#### Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

## 2.2 OVERARCHING NEED #1

Overarching Need	
Improve Literacy	
Root Cause #1	Lack of prior knowledge.
Root Cause #2	Limited vocabulary acquisition in the home.
Root Cause #3	Lack of pre-reading skills coming into kindergarten.
Root Cause #4	
Root Cause #5	
<b>GOAL</b>	To increase the number of K-5 students who meet or exceed their individual Reading RIT growth projection by 3% from spring 2018 to spring 2019.



## COHERENT INSTRUCTIONAL SYSTEM

<b>GOAL</b>	To increase the number of K-5 students who meet or exceed their individual Reading RIT growth projection by 3% from spring 2018 to spring 2019.		
<b>Structure(s)</b>	CIS-1, CIS-2, CIS-3, and CIS-4		
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Strategically design, effectively provide and closely monitor a daily school-wide Tier 2 intervention time in which students are grouped for instruction based on skills deficit.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators
		b. MAP benchmarks, AIMS progress monitoring, Lexia reports, Fountas and Pinnell, GKIDS, ELA EOG, TKES, etc.	SGT Teachers
			Paraprofessionals Staff
2. Strategically design, effectively provide and closely monitor a morning tutorial program targeting low level learners.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators
		b. MAP benchmarks, AIMS progress monitoring, Lexia reports, Fountas and Pinnell, GKIDS, ELA EOG, TKES, etc.	SGT Teachers Paraprofessionals Support Staff
3. Strategically design, effectively provide and closely monitor a six-week summer school program to target low level learners.	Consolidated Pilot Fund 150	a. June-July 2018	District Leaders Administrators
		b. Pre and Post assessment (sight word inventory, fluency, Lexia report, letter name/sounds, phonemic awareness, etc.)	SGT Teachers Paraprofessionals Support Staff
4. Provide a six-week intensive academic Rising Kindergarten Summer Transition program.	Bright from the Start Grant Funded	a. June-July 2018	District Leaders Administrators
		b. Opening the Worlds of Learning Curriculum and Assessment	SGT Teachers Paraprofessionals Support Staff
5. Utilize research based programs and practices in literacy blocks.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators
		b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	SGT Teachers Paraprofessionals Support Staff
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Awareness of students in the subgroup, Marzano’s vocabulary strategies, Capturing Kids Hearts training for teachers and staff, revisiting poverty training with faculty and staff, and mentors for students in the subgroup.		After-school and summer tutorials applied. Individualized support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.	
<b>English Learners</b>		<b>Migrant</b>	

SIOP training for teachers, Language Academy, differentiated instruction, common planning for ESOL and ELA co-teachers, and utilization of Can-Do Descriptors when planning for instruction.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Benchmark assessments data utilized to to monitor and adjust instruction for students in subgroups. Interventions will be put in place and/or adjusted as needed.	Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be put in place and/or adjusted as dictated by IEP team.

EFFECTIVE LEADERSHIP			
GOAL	To increase the number of K-5 students who meet or exceed their individual Reading RIT growth projection by 3% from spring 2018 to spring 2019.		
Structure(s)	EL-1, EL-2, EL-3, EL-4 and EL-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Design a master school-wide schedule that maximizes time for literacy instruction and ensures a balanced literacy approach is utilized in each classroom.	Consolidated Pilot Fund 150	a. March 2018-May 2019	District Leaders Administrators
		b. MAP benchmarks, AIMS progress monitoring, Lexia reports, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	SGT Teachers Paraprofessionals Support Staff
2. Designate and effectively develop a literacy lead teacher at each grade level who will work closely with the administrative team and vertically with colleagues to ensure the highest level of quality instruction in Reading.	Consolidated Pilot Fund 150	a. May 2018-May 2019	District Leaders Administrators
		b. Meeting agendas, professional development records, MAP, benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	SGT Teachers Paraprofessionals Support Staff
3. Manage human resource in such a way to provide additional programming options to support student learning (Language Academy).	Consolidated Pilot Fund 150	a. April 2018-May 2019	District Leaders Administrators
		b. Staffing plan, needs based assessment, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	SGT Teachers Paraprofessionals Support Staff
4. Ensure literacy based programs and advocated research based practices are implemented with fidelity within the balanced literacy program.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators
		b. TKES, peer observation, model classrooms, Literacy Leads feedback, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, etc.	SGT Teachers Paraprofessionals Support Staff
5. Provide ample common planning time for grade level teachers to collaborate on curriculum, instruction and assessment in English Language Arts.	Consolidated Pilot Fund 150	a. August 2018-2019	District Leaders Administrators
		b. Master instructional schedule, BUZZ agendas/minutes, extended planning agendas/minutes, grade level meeting agendas/minutes, observational records, etc.	SGT Teachers Paraprofessionals Support Staff
6. Continue to actively participate in a professional learning communities focused on literacy.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators
		b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	SGT Teachers Paraprofessionals Support Staff

<b><i>Supplemental Supports:</i></b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Awareness of students in the subgroup, Marzano's vocabulary strategies, Capturing Kids Hearts training for faculty and staff, poverty awareness training for teachers, and mentors for students in the subgroup.	After-school and summer tutorials applied. Additional support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.
<b>English Learners</b>	<b>Migrant</b>
SIOP training for teachers, Language Academy, differentiated instruction, common planning for ESOL and ELA co-teachers, and utilization of Can-Do Descriptors when planning for instruction.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Benchmark assessments data utilized to to monitor and adjust instruction for student in subgroups. Interventions will be put in place and/or adjusted as needed.	Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be adjust as dictated by the IEP team.

PROFESSIONAL CAPACITY			
GOAL	To increase the number of K-5 students who meet or exceed their individual Reading RIT growth projection by 3% from spring 2018 to spring 2019.		
Structure(s)	PC-1, PC-2, PC-3, and PC-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Utilize research based programs and practices in all literacy blocks.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	
2. Design a master school-wide schedule that maximizes time for literacy instruction and ensures a balanced literacy approach is utilized in each classroom.	Consolidated Pilot Fund 150	a. March 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	
3. Manage human resource in such a way to provide additional programming options to support student learning (Language Academy).	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Staffing plan, needs based assessment, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	
4. Provide ample common planning time for grade level, ESOL and ESS teachers to collaborate on curriculum, instruction and assessment in English Language Arts.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. TKES, peer observation, model classrooms, Literacy Lead feedback, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, etc.	
5. Actively participate in a professional learning communities focused on literacy.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Administrative team meeting agendas, Literacy Lead meeting agendas, BUZZ agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	
6. Provide the tools and job embedded professional development needed to enhance student learning using instructional technology.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		c. TKES, peer observation, model classrooms, Literacy and Technology Lead feedback, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open	

		Court Phonics assessments, ELA EOG, GKIDS, etc.	
<b><i>Supplemental Supports:</i></b> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Awareness of students in the subgroup, Marzano's vocabulary strategies, Capturing Kid's Hearts training for faculty and staff, poverty awareness training for teachers, and mentors for students in the subgroup.		After-school and summer tutorials applied. Additional support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.	
<b>English Learners</b>		<b>Migrant</b>	
SIOP training for teachers, Language Academy, differentiated instruction, common planning for ESOL and ELA co-teachers, and utilization of Can-Do Descriptors when planning for instruction.			
<b>Race/Ethnicity/Minority</b>		<b>Students with Disability</b>	
Benchmark assessments data utilized to to monitor and adjust instruction for student in subgroups. Interventions will be put in place and/or adjusted as needed.		Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be adjust as dictated by the IEP team.	

## FAMILY and COMMUNITY ENGAGEMENT

<b>GOAL</b>	To increase the number of K-5 students who meet or exceed their individual Reading RIT growth projection by 3% from spring 2018 to spring 2019.		
<b>Structure(s)</b>	FCE-1, FCE-2, FCE-3, FCE-4, FCE-5, and FCE-6		
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Conduct school led parent workshops that promote literacy in the home environment.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Workshop sign-in sheets, training agendas, Jacket University schedule, etc.	
2. Provide books and literacy activities to promote literacy at home.	Consolidated Pilot Fund 150	a. June 2018-August 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. AIMS progress monitoring, GKIDS, Fountas and Pinnell, etc.	
3. Partner with PIE, Huddle House, to recognize authors and display student writing in the business throughout the school year.	PIE Funded	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Student selection documentation, Lucy Calkins assessment system, etc.	
4. Fully utilize CPES Governance Team members in the school improvement process.	N/A	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. SGT meeting agendas/minutes, SIP, Summer retreat agenda/minutes, etc.	
5. Provide a Parent Resource Center equipped with information and learning materials for home use.	Consolidated Pilot Fund 150	a. June 2018-August 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Checkout records, AIMS progress monitoring, GKIDS, Fountas and Pinnell, etc.	
6. Conduct parent conferences minimally two times a school year to discuss academic progress and necessary supports necessary for school success.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Conference forms, school calendar early release, etc.	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	



Summer school, transportation for summer school, Resource Fair, summer feeding program, grief camp, Kindergarten Transition Camp, after school tutorials for homeless, Social Worker support, connection to supplemental services, etc.	Summer school, transportation for Summer school, Resource Fair, summer feeding program, grief camp, Kindergarten Transition Camp, after school tutorials for homeless, Social Worker support, connection to supplemental services, etc.
<b>English Learners</b>	<b>Migrant</b>
Translation and interpreting services.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Summer school, transportation for summer school, Resource Fair, summer feeding program, etc.	Summer school, transportation for summer school, Georgia Parent Mentor, etc.

## SUPPORTIVE LEARNING ENVIRONMENT

<b>GOAL</b>	To increase the number of K-5 students who meet or exceed their individual Reading RIT growth projection by 3% from spring 2018 to spring 2019.		
<b>Structure(s)</b>	SLE-2 and SLE-3		
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Utilize kindergarten paraprofessionals daily in first grade literacy block to provided targeted support based on needs assessment.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. AIMS, MAP, Observations	
2.Continue full implementation of Lucy Calkins reading and writing, Open Court Phonics programs.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Benchmark assessments, Milestones, MAP	
3. Continue to implement a balanced literacy approach for instruction in all classrooms.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. AIMS, Fountas and Pinnell, MAP	
4. Train all faculty members on Capturing Kids Hearts and implement strategies learned.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. TKES observational records, student surveys, etc.	
5. Utilize student advisory group to support the instructional process in reading and increase student engagement.	Consolidated Pilot Fund 150	a. August 2018- May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. SAG agendas/minutes, student survey data, etc.	
6. Recognize and celebrate the literacy based achievements and accomplishments of students (AR, academic growth, Huddle House writing, YGA, etc.).	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. AR records, student goal tracking documentation, portfolios, standards based report cards/checklists, newspaper/website recognition, etc.	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	

Resource fair, Mobile Learning Lab, etc.	Social Worker support and connection to supplemental services.
<b>English Learners</b>	<b>Migrant</b>
Utilizing SIOP model in Language Academy setting with bilingual para-professionals and Page to Stage program.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Balanced staffing plan, diversified Student Advisory Council, summer school, transportation for summer school, Resource Fair, summer feeding program, etc.	Supplemental educational math programs and Georgia Parent Mentor

## 2.3 OVERARCHING NEED #2

Overarching Need	
Improve students' number sense and math reasoning skills.	
Root Cause #1	Lack of early numeracy skills coming into kindergarten
Root Cause #2	Teacher uncertainty of how to address math skill deficits
Root Cause #3	Lack of automaticity for computational skills
Root Cause #4	
Root Cause #5	
<b>GOAL</b>	To increase the number of K-5 students who meet or exceed their individual Math RIT growth projection by 3% from spring 2018 to spring 2019.

## COHERENT INSTRUCTIONAL SYSTEM

<b>GOAL</b>	To increase the number of K-5 students who meet or exceed their individual Math RIT growth projection by 3% from spring 2018 to spring 2019.		
<b>Structure(s)</b>	CIS-1, CIS-2, CIS-3 and CIS-4		
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Continue to utilize and refine the workshop model framework for mathematics instruction.	Consolidated Pilot Fund 150	a. August 2017-May 2018	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. TKES observations, unit/lesson plans, instructional calendars, consultant feedback, EOG, MAP, etc.	
2. Continue to revise existing math units/lessons to ensure grade level focus standards are being taught during a designated skills block throughout the year.	Consolidated Pilot Fund 150	a. August 2017-May 2018	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. TKES observations, unit/lesson plans, instructional calendars, consultant feedback, EOG, MAP, etc.	
3. Continue to implement pervasively Number Talks and Number Corner at each grade level.	Consolidated Pilot Fund 150	a. August 2017-May 2018	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. TKES observations, unit/lesson plans, instructional calendars, consultant feedback, EOG, MAP, etc.	
4. Support teachers in obtaining their Math Endorsement by hosting the program on-site through North West Georgia RESA.	Consolidated Pilot Fund 150	a. September 2018-August 2019	District Leaders Administrators SGT Teachers
		b. TKES observations, unit/lesson plans, instructional calendars, consultant feedback, endorsement completion, EOG, MAP, etc.	
5.		a.	
		b.	
6.		a.	
		b.	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Awareness of students in the subgroup. Utilize framework for addressing poverty. Practicing strategies from Capturing Kids Hearts.		After-school and summer tutorials applied. Individualized support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.	
<b>English Learners</b>		<b>Migrant</b>	

Utilize Can-Do Descriptors. Broader based expansion of SIOP methods employed.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Utilize benchmark assessments to monitor/adjust instruction and intervene as necessary.	Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be put in place and/or adjusted as dictated by IEP team.

EFFECTIVE LEADERSHIP			
GOAL	To increase the number of K-5 students who meet or exceed their individual Math RIT growth projection by 3% from spring 2018 to spring 2019.		
Structure(s)	EL-1, EL-2, EL-3 and EL-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Designate and effectively develop a math lead teacher at each grade level who will work closely with the administrative team and vertically with colleagues to ensure the highest level of quality instruction in Mathematics.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Meeting agendas, professional development records, MAP, benchmarks, Math EOG, GKIDS, TKES, Dreambox reports, etc.	
2. Continue to utilize a master school-wide schedule that maximizes time for math instruction and ensures a Number Talks and workshop model approach is utilized in each classroom.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. MAP benchmarks, Math EOG, GKIDS, TKES, unit/lesson plans, etc.	
3. Coordinate and participate in vertical alignment math training pertaining to workshop model, focus standards and Number Talks through contracted math consultant and in-house professional learning communities.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Professional learning records, TKES observations, lesson/unit plans, consultant feedback, Math EOG, GKIDS, Dreambox reports, etc.	
4. Continue to participate in and refine practices of professional learning communities focused on math.	Consolidated Pilot Fund 150	a. August 2018-May 2019	
		c. Professional learning records, TKES observations, lesson/unit plans, consultant feedback, Math EOG, GKIDS, Dreambox reports, etc.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Awareness of students in the subgroup. Utilize framework for addressing poverty. Practicing strategies from Capturing Kids Hearts.		After-school and summer tutorials applied. Individualized support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.	
English Learners		Migrant	



Utilize Can-Do Descriptors. Broader based expansion of SIOP methods employed.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Utilize benchmark assessments data to monitor/adjust instruction and intervene as needed.	Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be adjust as dictated by the IEP team.

PROFESSIONAL CAPACITY			
GOAL	To increase the number of K-5 students who meet or exceed their individual Math RIT growth projection by 3% from spring 2018 to spring 2019.		
Structure(s)	PC-1, PC-2, PC-3 and PC-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide additional support to induction teachers through mentoring program.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Mentoring assignments and meeting sign-in sheets.	
2. Provide ample common planning time for grade level, ESS and ESOL teachers to collaborate on curriculum, instruction and assessment in Mathematics.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Administrative team meeting agendas, Math Lead meeting agendas, BUZZ agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	
3. Establish and actively participate in a professional learning communities focused on mathematics.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Administrative team meeting agendas, Math Lead meeting agendas, professional learning community agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	
4. Actively recruit highly effective math teachers as positions become open.	N/A	a. February 2018-May 2019	District Leaders Administrators SGT Teachers
		b. TKES, peer observation, staffing records, MAP benchmarks, Math EOG, GKIDS, etc.	
c. Provide time and structure to develop professional learning communities among those teachers obtaining a Math Endorsement.	Consolidated Pilot Fund 150	a. August 2018-2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Administrative team meeting agendas, Math Lead meeting agendas, professional learning community agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	
6. Provide the tools and job embedded professional development needed to enhance student learning using instructional technology.	Consolidated Pilot Fund 150	a. August 2018-2019	
		b. TKES, peer observation, Math and Technology Lead feedback, MAP, EOG, GKIDS, professional development records, etc.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	

Awareness of students in the subgroup. Utilize framework for addressing poverty. Practicing strategies from Capturing Kids Hearts.	After-school and summer tutorials applied. Individualized support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.
<b>English Learners</b>	<b>Migrant</b>
Utilize Can-Do Descriptors. Broader based expansion of SIOP methods employed.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Utilize benchmark assessments data to monitor/adjust instruction and intervene as needed.	Continued co-teach professional development. Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be adjust as dictated by the IEP team.

## FAMILY and COMMUNITY ENGAGEMENT

GOAL	To increase the number of K-5 students who meet or exceed their individual Math RIT growth projection by 3% from spring 2018 to spring 2019.		
Structure(s)	FCE-1, FCE-2, FCE-3, FCE-4, FCE-5 and FCE-6		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Conduct school led parent workshops that promote numeracy in the home environment.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers FIC Support Staff
		b. Meeting agendas/minutes and parent sign-in sheets	
2. Provide a Parent Resource Center equipped with information and learning materials for home use.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers FIC Support Staff
		b. Check-out documentation	
3. Fully utilize CPES Governance Team members in the school improvement process.	Consolidated Pilot Fund 150	a. July 2018-May 2019	District Leaders Administrators SGT Teachers FIC Support Staff
		b. SGT meeting agendas/minutes	
4. Conduct parent conferences minimally two times a school year to discuss academic progress and necessary supports necessary for school success.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers FIC Support Staff
		b. Parent conference forms, Parent Portal, and student work portfolios	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Resource Fair, Seamless Summer Feeding Program, kindergarten transition camp, after school tutorials for homeless, social worker support and connection to supplemental services.		Resource Fair, Seamless Summer Feeding Program, kindergarten transition camp, after school tutorials for homeless, social worker support with connection to supplemental services.	
English Learners		Migrant	

Translation and interpreting for ELL stakeholders.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Diversity in staffing. Workshops/trainings, Resource Center, translated parent teacher conferences, etc.	Active participation in IEP meetings, Georgia Parent Mentor and workshops/support groups for parents of ESS students.

## SUPPORTIVE LEARNING ENVIRONMENT

<b>GOAL</b>	To increase the number of K-5 students who meet or exceed their individual Math RIT growth projection by 3% from spring 2018 to spring 2019.		
<b>Structure(s)</b>	SLE-2 and SLE-3		
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Continued professional development with a contracted math consultant	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. TKES observations, lesson plans, professional development records, etc.	
2. Implementation of a math intervention program.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. MAP, progress monitoring, EOG, Dreambox reports, etc.	
3. Train all faculty members on Capturing Kids Hearts and implement strategies learned.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. TKES observational records, student surveys, etc.	
4. Utilize student advisory group to support the instructional process in math and increase student engagement.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. SAG meeting agendas/minutes and student survey results	
5.		a.	
		b.	
6.		a.	
		b.	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Resource fair, Mobile Learning Lab, etc.		Social Worker support and connection to supplemental services.	
<b>English Learners</b>		<b>Migrant</b>	

Translation and interpretation services, professional development for ELL stakeholders, etc.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Balanced staffing plan, diversified student advisory groups, summer school, transportation for summer school, Resource Fair, summer feeding program, etc.	Supplemental educational math programs, Georgia Parent Mentor, and student mentor program.



## 2.4 OVERARCHING NEED #3

Overarching Need	
Operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.	
Root Cause #1	School climate rating
Root Cause #2	Discrepancy in classroom management between grade levels and classrooms
Root Cause #3	
Root Cause #4	
Root Cause #5	
<b>GOAL</b>	To operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.

## COHERENT INSTRUCTIONAL SYSTEM

<b>GOAL</b>	To operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.		
<b>Structure(s)</b>	CIS-1, CSI 2, CIS-3 and CIS-4		
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Successfully operate GADOE PBIS training.	Consolidated Pilot Fund 150  PIE	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Meeting agenda/minutes, SWIS reports, and professional development records.	
2. Conduct monthly PBIS committee meetings for the purpose of discipline data analysis and root cause determination.	Consolidated Pilot Fund 150  PIE	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Meeting agenda/minutes and SWIS reports.	
3. Continue to work in partnership with RESA and GADOE PBIS representatives to refine PBIS program based on observation and recommendations.		a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Meeting agenda/minutes, SWIS reports, and professional development records.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Capturing Kids Hearts training. Implementing poverty awareness strategies. Investigate the possibility of tracking ED discipline data.		Tracking foster and homeless discipline data.	
<b>English Learners</b>		<b>Migrant</b>	

Production of bilingual lessons and modelling for ESOL students.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Track and report discipline data based on race/ethnicity/minority classifications.	Track and report discipline data based on SWD classifications, Georgia Parent Mentor, etc.

EFFECTIVE LEADERSHIP			
GOAL	To operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.		
Structure(s)	EL-1, EL-2, EL-3, EL-4, and EL-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Establish and utilize a behavior flowchart for classroom management consistent with PBIS.	N/A	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. SWIS data and PBIS meeting agenda/minutes	
2. Continue to utilize a PBIS team and appointed school level coach to lead efforts.	Consolidated Pilot Fund 150  PIE	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. PBIS team agenda/minutes and professional development records	
3. Redeliver professional development of the PBIS framework and share analysis of discipline data for school improvement.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Professional development records and GADOE walk/through observation feedback	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Continued poverty awareness training and Capturing Kids Hearts training. Investigate the possibility of tracking ED discipline data.		Inclusion of school social worker as an advocate on the PBIS Team.	
English Learners		Migrant	

Inclusion of ELL lead in the findings of the PBIS team. Inclusion of ELL staff as advocates on the PBIS team.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Inclusion of minority staff as advocates on the PBIS, Analysis and reporting of a race referral ratio index.	Inclusion of ESS staff as an advocate on the PBIS. Georgia Parent Mentor.

PROFESSIONAL CAPACITY			
GOAL	To operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.		
Structure(s)	PC-1, PC-2, PC-3, and PC-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Continue to work with GADOE PBIS consultants to refine school wide discipline program.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Professional development records and GADOE feedback	
2. Utilize a framework of redelivery to ensure a clear understanding PBIS fundamentals among all stakeholders.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. PBIS team, faculty/staff, grade level and district meeting agenda/minutes	
3. Fully utilize distributed leadership working through the PBIS operation process.	Consolidated Pilot Fund 150	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. PBIS team recommendations, faculty/staff, grade level and district meeting agenda/minutes	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Continued poverty awareness training and Capturing Kids Hearts training. Investigate the possibility of tracking ED discipline data.		Inclusion of School Social Worker as an advocate on the PBIS team.	
English Learners		Migrant	

Inclusion of ELL staff as an advocate on the PBIS team.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Inclusion of minority staff as advocates on the PBIS team.	Inclusion of ESS staff as an advocate on the PBIS team and Georgia Parent Mentor.



## FAMILY and COMMUNITY ENGAGEMENT

<b>GOAL</b>	To operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.		
<b>Structure(s)</b>	FCE-1, FCE-2, FCE-5 and FCE-6		
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Include all stakeholders in the PBIS training process.	Consolidated Pilot Fund 150  PIE	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Stakeholder meeting agenda, minutes and sign-in sheets	
2. Utilize social media (Twitter, Instagram, Facebook and system/school website) to highlight the PBIS program and rewards.	Consolidated Pilot Fund 150  PIE	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Posts on website/social media outlets and parent survey results	
3. Utilize the established relationship with Partners in Education members to solicit donations and in kind contributions to recognize and celebrate student performance.	PIE	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Posts on website/social media outlets and community involvement records	
4. Fully utilize CPES Governance Team members in the school improvement process.	Consolidated Pilot Fund 150  PIE	a. July 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. SGT agendas/minutes	
5.		a.	
		b.	
6.		a.	
		b.	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Utilize Family Involvement Coordinator and school social worker as liaisons between PBIS team and qualifying families.		Utilize Family Involvement Coordinator and school social worker as liaisons between PBIS team and qualifying families.	
<b>English Learners</b>		<b>Migrant</b>	

Utilize translation and interpretation services. Parent workshops/training offered.	
<b>Race/Ethnicity/Minority</b>	<b>Students with Disability</b>
Staff diversity on PBIS team	Georgia Parent Mentor's active participation in IEP meetings.

## SUPPORTIVE LEARNING ENVIRONMENT

GOAL	To operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.		
Structure(s)	SLE-1 and SLE-2		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Provide a comprehensive discipline framework that is pervasive throughout the school with clearly established rules, procedures and expectations.	Consolidated Pilot Fund 150  PIE	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Teacher feedback, discipline data, and PBIS team agenda/ minutes	
2. Continue to support a PBIS Team with a broad based faculty representation to review discipline data and appropriately address areas of concern as it relates to discipline.	Consolidated Pilot Fund 150  PIE	a. August 2018-May 2019	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Discipline data and PBIS team agenda/minutes	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Investigate the possibility of tracking ED discipline data.		Inclusion of school social worker as an advocate on the PBIS team.	
English Learners		Migrant	
Inclusion of ELL lead in the findings of the PBIS team. Inclusion of ELL staff as advocates on the PBIS team.			
Race/Ethnicity/Minority		Students with Disability	

Inclusion of minority staff as advocates on the PBIS. Analysis and reporting a race referral ratio index.	Inclusion of ESS staff as advocates on the PBIS team and Georgia Parent Mentor.
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2.5 OVERARCHING NEED #4

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	

## COHERENT INSTRUCTIONAL SYSTEM

<b>GOAL</b>			
<b>Structure(s)</b>			
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
<b>English Learners</b>		<b>Migrant</b>	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disability</b>	

EFFECTIVE LEADERSHIP			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disability	

PROFESSIONAL CAPACITY			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disability	



## FAMILY and COMMUNITY ENGAGEMENT

<b>GOAL</b>			
<b>Structure(s)</b>			
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
<b>English Learners</b>		<b>Migrant</b>	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disability</b>	

## SUPPORTIVE LEARNING ENVIRONMENT

<b>GOAL</b>			
<b>Structure(s)</b>			
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	<b>a. Timeline for Implementation</b> <b>b. Method for Monitoring</b>	Position/Role Responsible
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
<b>English Learners</b>		<b>Migrant</b>	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disability</b>	

## ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the district's improvement plan (*optional*).