

CALHOUN CITY SCHOOLS



Excellence in Academics, Arts and Athletics

Calhoun City Schools District Improvement Plan 2019-2020

**OUR MISSION IS TO INSPIRE ALL STUDENTS TO BECOME
LIFE-LONG LEARNERS IN THE PURSUIT OF EXCELLENCE**

OVERARCHING NEED#1

Overarching Need	
Improve Student Achievement	
Root Cause #1	A lack of professional knowledge of instructional content, curriculum alignment, and associated assessments.
Root Cause #2	A lack of a systematic benchmarking system to identify student deficiencies.
Root Cause #3	Poverty is a pervasive issue which impacts student achievement and carries across all subgroups.
Root Cause #4	A high population of English Learners that must overcome the language barrier to reduce the achievement gap.
Root Cause #5	Need pervasive use of evidence based reading strategies to improve student achievement.
GOAL	During the 2019-20 school year, students will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

COHERENT INSTRUCTIONAL SYSTEM

GOAL During the 2019-20 school year, students will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

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	
Review curriculum standards and align instruction and assessment to improve units of study	Local Funds	a. August 2019- May 2020 b. Curriculum Maps, Pacing Guides, Lesson Plans	Administrators, Teachers
Develop lesson plans that include differentiation of instruction especially for ELs and ESS students	Local Funds	a. August 2019- May 2020 b. Lesson Plans, walk-throughs, TKES evaluations	Administrators, Teachers
Receive training in MAPS and use the screening and benchmark program to monitor progress	Fund 150	a. Pre, mid, and post assessment b. Attendance Sheets, benchmark data	Technology Specialist
Expand the use of evidence based reading strategies to improve student achievement.	Fund 150	a. August 2019- May 2020 b. Reading strategies training, survey feedback, lesson plans,	Administrators, Teachers
		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
All remediation services are available. Student Support Teams are in place for students who struggle beyond Tier I interventions	All classroom and remediation services are available as well as transportation and community resources.
English Learners	Migrant
Develop a learner profile for each EL involving targeted implementation of key uses to improve achievement - SIOP Model	Class schedules allow time for remediation and tutoring for students that may have missing skills due to mobility issues.
Race/Ethnicity/Minority	Students with Disabilities
Rubrics, Graphic Organizers, and Exemplars would be available for students to organize the learning process and see examples of quality work	Understand the disabilities of students including the impact of the disability and write plans in line with IEP goals. Progress monitor student achievement.

EFFECTIVE LEADERSHIP

GOAL During the 2019-20 school year, students will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

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	
Monitor staff to ensure appropriate content knowledge and alignment of standards, instruction, and assessment	Local Funds	a. August 2019-May 2020 b. TKES, curriculum and pacing guide, lesson plans, PLP	Teaching/ Learning Dir.
Monitor training and use of MAPS and the use of data to drive instruction	Fund 150	a. August 2019- May 2020 b. Sign in sheets, surveys, screening and benchmark data	Chief Academic Officer
Monitor evidence of differentiated instruction including use of technology, and EL profiles, and IEP goals	Local Funds	a. August 2019-May 2020 b. Lesson Plans, TKES	School Administrator
Collaborate in use of evidence based reading strategies with stakeholders and What Works Clearing House	Fund 150	a. August 2019- December 2020 b. Clearing House, progress monitor, survey data	Administrator, SGT, Teacher
		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
All students will have resources needed to access the curriculum	Supports including tutoring, support classes, transportation are in place as needed
English Learners	Migrant
Teachers attend KSU Conference for reading strategies. Administrators train in ESOL/TKES Learning Walk	Screening and benchmarking tools in place to determine missing skills and remediate content
Race/Ethnicity/Minority	Students with Disabilities
	Ensure that students are in least restrictive environment, receiving accommodations, and meeting IEP goals

PROFESSIONAL CAPACITY			
GOAL	During the 2019-20 school year, students will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.		
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	
Ensure teachers collaborate to review standards, align instruction and assessment, to improve units of study	Local Funds	a. August 2019- May 2020 b. Sign in sheets, curriculum and pacing guides, lesson plans	Administrators Teachers
Evaluate teacher capacity to use the MAPS program to screen and progress monitor students	Fund 150	a. Pre, Mid, and Post Assessment b. MAPS data	Technology Specialist
Ensure that staff are highly qualified or meet the written professional qualifications. All staff require clearance cert.	Local Funds	a. August 2019 b. PSC certificates, Professional Qualification Policy	HR Director
Stakeholders collaborate to determine appropriate effective reading strategies to improve achievement	Fund 150	a. August 2019- December 2019 b. Documentation of effectiveness, progress monitoring	ELA Teams
		a. b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Teachers provide students with rubrics, graphic organizers, and exemplars to help students understand expectations		Teachers monitor for attendance and look for barriers to learning based on living arrangements	
English Learners		Migrant	
Teachers understand the learner profile and key uses to improve student achievement		Teachers understand the barriers migrant students may face in high mobility and progress monitor to determine needed support	
Race/Ethnicity/Minority		Students with Disabilities	
Ensure materials are not culturally biased. Maintain positive climate accepting of student diversity		Teachers understand student impact of disability, IEP goals and collaborate with Case Manager to meet student's needs	

FAMILY and COMMUNITY ENGAGEMENT

GOAL During the 2019-20 school year, students will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

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	
Schools will have family orientation with information about the school and how to help their children to be successful	Local Funds	a. August 2019 b. Parent Sign in sheets, survey feedback	School Administration
Parent conferences 2 times yearly to discuss student progress, collect parent survey data, and answer question	Local Funds	a. October 2019 and March 2020 b. Sign in sheets, survey feedback	Teachers
Encourage parents to be a part of parent university and take part in topics of interest for families	Fund 150	a. August 2019- May 2020 b. Parent sign in sheets, survey feedback	Family Engagement Coordinator
Provide information to parents to encourage involvement in governance teams, PTO, volunteering, careers, etc...	Local Funds	a. August 2019 b. Parent information packet feedback	Family Engagement Coordinator
		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Parents are given community resource information to remove barriers that may inhibit student success	Parents are connected to community resources and school programs that may be accessed to help students
English Learners	Migrant
Teachers review Access scores and learner profiles, discuss community resources and taking part in school activities	Migrant parents learn about after-school programs for students, support for learners that struggle
Race/Ethnicity/Minority	Students with Disabilities
All parents are made to feel welcome and informed how schools celebrate diversity in the schools	Discuss how students receive FAPE in the LRE. Programs and services available to ESS population. How IEP goals are being met.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL During the 2019-20 school year, students will exhibit positive student growth, as measured by MAP, based on the individualized predictors of growth for each student.

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	
Maintain 5 star climate rating by having parents involved in decision making	Local Funds	a. August 2019- May 2020 b. Parent Climate Survey	Family Engagement Coordinator
Improve student engagement through better attendance initiatives	Fund 150	a. August 2019- May 2020 b. PBIS Implementation	PBIS Coordinator
Support the learning environment through implementation of PBIS to reduce skipping class and student aggression	Fund 150	a. August 2019- May 2020 b. SWIS Data	PBIS Coordinator
Develop the rigor and relevancy for students to understand the importance of learning	Local Funds	a. August 2019- May 2020 b. Lesson Plans, Units of Study	Administrators Teachers
		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Positive behavior initiatives allow students to receive rewards based on attendance and helps students to work for common goals	PBIS initiatives help students feel a part of the group and become active participants
English Learners	Migrant
PBIS helps students to work together and can help EL students celebrate their culture	Providing relevancy to subject areas shows the importance of learning that can go with the student who is highly mobile
Race/Ethnicity/Minority	Students with Disabilities
PBIS allows students to work with others to achieve common goals	PBIS gives students opportunities to show their abilities and not their limitations

OVERARCHING NEED#2

Overarching Need	
Improve Student Achievement	
Root Cause #1	Some units not aligned to standards
Root Cause #2	Need effective use benchmarking data and formative assessment data for adjusting instruction
Root Cause #3	Specific data driven support
Root Cause #4	Explore effective strategies to improve student achievement
Root Cause #5	
GOAL	During the 2019-20 school year, Calhoun City Schools will establish functioning data teams focused on the evaluation and desegregation of school data to improve student achievement.

COHERENT INSTRUCTIONAL SYSTEM

GOAL During the 2019-20 school year, Calhoun City Schools will establish functioning data teams focused on the evaluation and desegregation of school data to improve student achievement.

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	
Review curriculum standards and align instruction and assessment to improve units of study	Fund 150	a. August 2019- May 2020 b. TKES observations, unit/lesson plans, consultant feedback	District Leaders School Admin.
Pervasively implement evidence based programs of instruction	Fund 150	a. August 2019- May 2020 b. TKES observations, unit lesson plans, consultant feedback	District Leaders School Admin.
Receive training in nwea MAP and Navvy to use the screening and benchmark program to monitor progress	Fund 150	a. August 2019- Many 2020 b. Benchmark and assessment results	School Admin. Teachers
Utilize an organized framework for adjusted instruction based on PLC data	Local Funds	a. August 2019- May 2020 b. TKES, Lesson plans	School Admin. Teachers
		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
PLCs focus on appropriate strategies to support ED students in addition to support of the school social worker.	School social worker will monitor student data as added support
English Learners	Migrant
Develop lesson plans that include differentiation of instruction especially for ELs and ESS students	PLCs focus on appropriate strategies to support migrant students in addition to school social worker.
Race/Ethnicity/Minority	Students with Disabilities
Subgroup data is monitored by school data teams to identify discrepancies.	Develop lesson plans that include differentiation of instruction especially for ELs and ESS students

EFFECTIVE LEADERSHIP

GOAL During the 2019-20 school year, Calhoun City Schools will establish functioning data teams focused on the evaluation and desegregation of school data to improve student achievement.

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	
A lead teacher at each grade level/department works with instructional administrators to align quality instruction	Fund 150	a. August 2019- May 2020 b. Agendas, MAP, STAR, EOG, TKES	School Admin. Teachers
Continue implementation of training in effective instructional strategies and standards	Fund 150	a. August 2019- May 2020 b. Agendas, MAP, STAR, EOG, TKES	School Admin
Establish and actively participate in professional learning communities focused on data driven instructional planning.	Fund 150	a. August 2019- May 2020 b. Agendas, MAP, STAR, EOG, Navvy, TKES	School Admin Lead Teachers
		a. b.	
		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Awareness training for teachers. Reporting subgroup grade level data	After-school and summer tutorials. Individual support through counseling, social worker, and family engagement coordinator
English Learners	Migrant
Can-Do descriptor training for teachers. ESOL Lead to collect formative data for review	Utilize benchmark data to monitor and adjust instruction, provide interventions as needed
Race/Ethnicity/Minority	Students with Disabilities
Utilize benchmark data to monitor and adjust instruction, provide interventions as needed	Monitor percent of students meeting IEP goals. Utilize benchmark data to progress monitor

PROFESSIONAL CAPACITY			
GOAL	During the 2019-20 school year, Calhoun City Schools will establish functioning data teams focused on the evaluation and desegregation of school data to improve student achievement.		
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	
Actively recruit highly effective teachers as positions become available	Local Funds	a. February 2019- May 2020 b. Teach Georgia, Website, Job Fair	HR Director
Establish and actively participate in a professional learning community to focus on instruction	Fund 150	a. August 2019- May 2020 b. Grade level meeting, agendas/minutes, professional learning	School Admin Lead Teachers
Provide common planning time for grade level teachers to collaborate on curriculum, instruction and assessment	Fund 150	a. August 2019- May 2020 b. Meeting agendas, professional development records	School Admin
		a.	
		b.	
		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, poverty training and mentor program for induction teachers.		Individualized support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.	
English Learners		Migrant	
Differentiating instruction and utilizing Can-Do descriptors.		Document training with social worker of characteristics and needs of migrant students	
Race/Ethnicity/Minority		Students with Disabilities	
Utilize benchmark assessments data to monitor/adjust instruction and intervene as needed. Equal access to high quality instruction		Continued co-teach professional development. Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction.	

FAMILY and COMMUNITY ENGAGEMENT

GOAL During the 2019-20 school year, Calhoun City Schools will establish functioning data teams focused on the evaluation and desegregation of school data to improve student achievement.

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	
Conduct parent conferences minimally two times a school year to discuss academic progress and necessary support	Fund 150	a. October 2019, March 2020 b. Parent conference forms, progress reports, and portfolios	District Leaders School Admin.
Fully utilize School and System Governance Teams in the school improvement process using PLC data.	Fund 150	a. July 2019-May 2020 b. SGT meeting agendas/minutes	District and School Leaders
Provide a Parent Resource Center equipped with information and learning materials for home use based on PLC data.	Fund 150	a. August 2019-May 2020 b. Check-out documentation	School Administration
Conduct parent workshops through Jacket University to promote student achievement	Fund 150	a. August 2019-May 2020 b. Meeting agendas/minutes and parent sign-in sheets	Student Support Director
		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Resource Fair, Summer Feeding Program, Homeless Camp, Kindergarten Transition Camp, after school tutorials for homeless, Social Worker support	Resource Fair, Summer Feeding Program, Homeless Camp, Kindergarten Transition Camp, after school tutorials for homeless, Social Worker support
English Learners	Migrant
Translation and interpreting for EL stakeholders. Use of parent engagement coordinator	Resource Fair, Summer Feeding Program, Homeless Camp, Kindergarten Transition Camp, after school tutorials for homeless, Social Worker support
Race/Ethnicity/Minority	Students with Disabilities
Diversity in staffing. Workshops/trainings, Resource Center, Parent Teacher conferences, Parent Portal, progress reports, etc.	Bilingual Parent Mentor

SUPPORTIVE LEARNING ENVIRONMENT

GOAL During the 2019-20 school year, Calhoun City Schools will establish functioning data teams focused on the evaluation and desegregation of school data to improve student achievement.

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	
Continued professional development in effective instructional strategies and making data based instructional decisions.	Fund 150	a. August 2019- May 2020	School Administration
		b. TKES observations, Lesson plans	
Provide guidance to teachers to review standards to pervasively align instruction and assessment	Local Funds	a. August 2019- May 2020	Teacher/Leader Director
		b. Curriculum and pacing guides, lesson plans, TKES	
Implement PBIS to reinforce positive behavior to maximize instructional classroom time	Fund 150	a. August 2019- May 2020	PBIS Coordinator
		b. RESA and GaDOE Documentation	
Monitor remediation programs to prescriptively target skill deficits	Local Funds	a. August 2019- May 2020	School Administration
		b. Benchmark Data, TKES	
		a.	
		b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Social Worker support with connection to supplemental services and student mentor program.	Monitor attendance
English Learners	Migrant
SIOP model teaching	Monitor attendance
Race/Ethnicity/Minority	Students with Disabilities
Diversified staffing plan and student mentor program.	Supplemental educational math programs, Georgia Parent Mentor, and student mentor program.

OVERARCHING NEED#3

Overarching Need	
Increase Student Achievement and Engagement	
Root Cause #1	Understanding the learner and function of behavior
Root Cause #2	Need for Behavior Management Professional Development
Root Cause #3	Development and Implementation of PBIS to focus on positive behavior
Root Cause #4	Student Attendance
Root Cause #5	
GOAL	For the 2019-2020 school year, to operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.

COHERENT INSTRUCTIONAL SYSTEM

GOAL For the 2019-2020 school year, to operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.

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	
Professional Development training in classroom management and student attendance	Fund 150	a. August 2019- December 2020 b. Teacher survey, TKES	Teacher/Leader Specialist
Professional Development training in understanding the function of behavior including students with disabilities	Fund 150	a. August 2019- December 2020 b. Teacher survey, TKES, SWIS	ESS Specialist
Use of positive reinforcement in the classroom and in transitions	Local Funds	a. August 2019- May 2020 b. SWIS, TKES	PBIS Coordinator
Planning high interest, relevant, standards based units of study that will actively engage students	Local Funds	a. August 2019- May 2020 b. Lesson Plans, TKES	School Admin Teachers
Differentiation of instruction to meet the specific needs of the learner	Local Funds	a. August 2019- May 2020 b. Lesson Plans, TKES	School Admin Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Close communication with parents of students that struggle, Targeted support of counseling, tutoring, community resources	Provide opportunities to work with other students cooperatively to develop friendships
English Learners	Migrant
Meet with parents to revise student profile to revise key uses. Give students opportunity to share cultural experiences with the class to be valued	Give the student opportunities to share experiences relevant to subject matter. Engage student in working with others.
Race/Ethnicity/Minority	Students with Disabilities
Provide opportunities to celebrate differences and how they can make us a stronger society	Teachers receive training on characteristics of the disabilities. ESS case managers determine the need for FBA and BIP. Involve students in working with others.

PROFESSIONAL CAPACITY

GOAL For the 2019-2020 school year, to operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.

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	
Professional Development to Implement PBIS	Fund 150	a. August 2019- May 2020 b. Documentation of Implementation	PBIS Coordinator
Professional Development for Classroom Management	Local Funds	a. August 2019- May 2020 b. TKES	Teacher/Leader Specialist
Understanding the learner and functions of behavior	Local Funds	a. August 2019- December 2020 b. Teacher surveys, TKES	ESS Specialist
Collaborative planning for active engaging lessons	Local Funds	a. Weekly August 2019- May 2020 b. Sign in sheets	School Administration
		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
PBIS World has lists of Tier I interventions based on the characteristics of behaviors to use for students to choose from	Collaborate with the system social worker for barriers for success of homeless students. Coordinate with social worker for resources.
English Learners	Migrant
EL students may have very different reasons for behavior than other subgroups. It may require parent meetings to understand student behavior	Collect records that are available or screen for student level to ensure appropriate instruction and help students adjust to new surroundings
Race/Ethnicity/Minority	Students with Disabilities
Understand the cultural differences of students that may impact behavior	It is important to communicate with IEP teams when students are disciplined to determine services and adjusting the IEP especially if patterns exist.

FAMILY and COMMUNITY ENGAGEMENT

GOAL For the 2019-2020 school year, to operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.

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	
Parent orientation to welcome families and provide information to help students to be successful	Local Funds	a. August 2019 b. Parent sign in sheets	School Administrators
Parent Compact to outline the roles of the schools and the parents to promote student achievement	Local Funds	a. August 2019 b. Compacts	Student Services Director
Parent Portal to promote parent involvement in academic success	Fund 150	a. August 2019- May 2020 b. Surveys, Parent Portal Accounts	Family Engagement Coordinator
Promote parent involvement and decision making in the schools	Local Funds	a. August 2019- May 2020 b. SGT, PTO, Surveys	SGT, PTO
		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Survey students to determine rewards for good behavior that are of value to the students and doesn't negatively impact the learning environment	System social worker will work with families to provide support with community resources and communicate with schools to remove barriers
English Learners	Migrant
EL students may have very different reasons for behavior than other subgroups. It may require parent meetings to understand student behavior	Migrant students are tracked and monitored in the system to determine missing skills or need for community resources
Race/Ethnicity/Minority	Students with Disabilities
Survey students to determine rewards for good behavior that are of value to the students and doesn't negatively impact the learning environment	A parent mentor is in place to help parents to connect with resources and to communicate with the school to help students

SUPPORTIVE LEARNING ENVIRONMENT

GOAL For the 2019-2020 school year, to operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.

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	
Schools will review discipline policy to ensure student equity	Local Funds	a. July 2019 b. System Strategic Planning	Superintendent
Fully implementing PBIS with guidelines for behavior in the classroom and in transition	Fund 150	a. August 2019- May 2020 b. Documentation of Implementation	PBIS Coordinator
Utilize SWIS data to target patterns such as time and location of majority discipline referrals	Fund 150	a. August 2019- May 2020 b. Monthly SWIS summary reports	PBIS Coordinator
Teachers as advisers program at the high school to improve student attendance and guidance	Local Funds	a. August 2019- May 2020 b. Attendance and discipline records	High School Administrators
		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Provide character development and supports through social stories in reading and writing curriculum	Involve school counselor for supports and resources
English Learners	Migrant
ELs are monitored by their ESOL teacher in addition to the advisor	Involve school counselor for supports and resources
Race/Ethnicity/Minority	Students with Disabilities
Subgroup behavior and attendance is monitored by the school social worker to identify and address disproportionality	Consider the need for behavior intervention plan with case manager

