

School Improvement Plan 2019-2020



A Tradition of Excellence in Academics, Arts and Athletics

Calhoun Elementary School

Comprehensive Needs Assessment:

Calhoun Elementary School embrace a process of Continuous Improvement Planning, using the Plan, Do, Check, Act model. Stakeholder groups meet regularly to review and revise system and school improvement plans to address the unique academic needs of students. Vast amounts of data, both quantitative and qualitative are analyzed to formulate the School Improvement Plan. The administrators, teachers, paraprofessionals, parents and community (through School and System Governance Teams) examine Climate Surveys, CCRPI, SLDS, nwea MAP universal screening data, progress monitoring data, formative and summative data, and other sources. In addition to the above data, sub-group data is also broken down for English Language Learners utilizing ACCESS scores in a learning management system. Data is analyzed to determine strengths and weaknesses and SMART goals are developed and revised as needed.

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	
GOAL	Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, as measured by MAP, based on the individualized predictors of growth for each student.

COHERENT INSTRUCTIONAL SYSTEM

GOAL Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, 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	
1. Strategically design, effectively provide (with teachers, paraprofessionals and interventionist) 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 2019-May 2020	District Leaders Administrators SGT, Teachers, Interventionist Paraprofessionals Staff
		b. MAP benchmarks, AIMS progress monitoring, Lexia reports, Fountas and Pinnell, GKIDS, ELA EOG, TKES, etc.	
2. Strategically design, effectively provide and closely monitor a morning tutorial program targeting low level learners.	Consolidated Pilot Fund 150	a. August 2019-May 2020	District Leaders Administrators SGT, Teachers Paraprofessionals Support Staff
		b. MAP benchmarks, AIMS progress monitoring, Lexia reports, Fountas and Pinnell, GKIDS, ELA EOG, TKES, etc.	
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 2019	District Leaders Administrators SGT, Teachers Paraprofessionals Support Staff
		b. Pre and Post assessment (sight word inventory, fluency, Lexia report, letter name/sounds, phonemic awareness, etc.)	
4. Provide a six-week intensive academic Rising Kindergarten Summer Transition program.	Bright from the Start Grant Funded	a. June-July 2019	District Leaders Administrators SGT, Teachers Paraprofessionals Support Staff
		b. Opening the Worlds of Learning Curriculum and Assessment	
5. Utilize school and grade level Literacy Leads, as well as, those with Reading Endorsements to support the implementation of research based programs and practices in all literacy blocks.	Consolidated Pilot Fund 150	a. August 2019-May 2020	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.	

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

Economically Disadvantaged	Foster and Homeless
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.

English Learners

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.

Race/Ethnicity/Minority	Students with Disability
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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.
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EFFECTIVE LEADERSHIP			
GOAL	Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, as measured by MAP, based on the individualized predictors of growth for each student.		
<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. 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 2019-May 2020 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	District Leaders Admin, SGT, Teachers, Paras Support Staff
2. Designate and effectively develop a school wide literacy lead and literacy lead teachers 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 2019-May 2020 b. Meeting agendas, PD records, MAP, benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, GKIDS, TKES	District Leaders Admin, SGT, Teachers, Paras 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 2019-May 2020 b. Staffing plan, needs based assessment, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, GKIDS, TKES	District Leaders Admin, SGT, Teachers, Paras 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 2019-May 2020 b. TKES, peer observation, model classrooms, Literacy Leads feedback, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading/Writing assessments, Open Court Phonics assessments,	District Leaders Admin, SGT, Teachers, Paras 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 2019-2020 b. Master instructional schedule, BUZZ agendas/minutes, extended planning agendas/minutes, grade level meeting agendas/minutes, observational records, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
6. Continue to actively participate in a professional learning communities focused on literacy.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES	District Leaders Admin, SGT, Teachers, Paras Support Staff
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Awareness of students in the subgroup, Marzano’s vocabulary strategies, Capturing Kids Hearts training for faculty, 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.	
English Learners			
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.			
Race/Ethnicity/Minority		Students with Disability	

Benchmark assessments data utilized 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	Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, as measured by MAP, based on the individualized predictors of growth for each student.		
<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	Position/Role Responsible
		b. Method for Monitoring	
1. Utilize research based programs and practices in all literacy blocks.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
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 2019-May 2020 b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	District Leaders Admin, SGT, Teachers, Paras 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. August 2019-May 2020 b. Staffing plan, needs based assessment, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, GKIDS, TKES	District Leaders Admin, SGT, Teachers, Paras Support Staff
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 2019-May 2020 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 GKIDS	District Leaders Admin, SGT, Teachers, Paras Support Staff
5. Actively participate in a professional learning communities and training focused on literacy.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. Administrative team meeting agendas, Literacy Lead meeting agendas, BUZZ agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
6. Provide the tools and job embedded professional development needed to enhance student learning using instructional technology.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. 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 GKIDS	District Leaders Admin, SGT, Teachers, Paras Support Staff
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
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.	
English Learners			
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			
Race/Ethnicity/Minority		Students with Disability	
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

GOAL Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, 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 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 2019-May 2020 b. Workshop sign-in sheets, training agendas, Jacket University schedule, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
2. Provide books and reading activities to promote literacy at home.	Consolidated Pilot Fund 150	a. June 2019-August 2020 b. AIMS progress monitoring, GKIDS, Fountas and Pinnell, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
3. Partner with PIE, Huddle House, to recognize authors and display student writing in the business throughout the school year.	PIE Funded	a. August 2019-May 2020 b. Student selection documentation, Lucy Calkins assessment system, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
4. Fully utilize CPES Governance Team members in the school improvement process.	N/A	a. August 2019-May 2020 b. SGT meeting agendas/minutes, SIP, Summer retreat agenda/minutes, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
5. Provide a Parent Resource Center equipped with information and learning materials for home use.	Consolidated Pilot Fund 150	a. June 2019-August 2020 b. Checkout records, AIMS progress monitoring, GKIDS, Fountas and Pinnell, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
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 2019-May 2020 b. Conference forms, school calendar early release, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff

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

Economically Disadvantaged	Foster and Homeless
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.

English Learners

Translation and interpreting services.

Race/Ethnicity/Minority	Students with Disability
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Summer school, transportation for summer school, Resource Fair, summer feeding program, etc.	Summer school, transportation for summer school, Georgia Parent Mentor, etc.
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SUPPORTIVE LEARNING ENVIRONMENT

GOAL Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, 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 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 2019-May 2020 b. AIMS, MAP, Observations	District Leaders Admin, SGT, Teachers, Paras Support Staff
2. Continue full implementation of Lucy Calkins reading and writing, Open Court Phonics programs.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. Benchmark assessments, Milestones, MAP	District Leaders Admin, SGT, Teachers, Paras Support Staff
3. Continue to implement a balanced literacy approach for instruction in all classrooms with support of school Literacy Lead.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. AIMS, Fountas and Pinnell, MAP	District Leaders Admin, SGT, Teachers, Paras Support Staff
4. Train all faculty members on Capturing Kids Hearts and implement strategies learned.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. TKES observational records, student surveys, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
5. Utilize student advisory group to support the instructional process in reading and increase student engagement.	Consolidated Pilot Fund 150	a. August 2019- May 2020 b. SAG agendas/minutes, student survey data, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
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 2019-May 2020 b. AR records, student goal tracking documentation, portfolios, standards based report cards/checklists, newspaper/website recognition, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff

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

Economically Disadvantaged	Foster and Homeless
Resource fair, Mobile Learning Lab, summer school, etc.	Social Worker support and connection to supplemental services.

English Learners

Utilizing SIOP model in Language Academy setting and Page to Stage program.

Race/Ethnicity/Minority	Students with Disability
Balanced staffing plan, diversified Student Advisory Council, summer school, transportation for summer school, Resource Fair, summer feeding program, etc.	Supplemental educational programs and Georgia Parent Mentor

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	
GOAL	Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, as measured by MAP, based on the individualized predictors of growth for each student.

COHERENT INSTRUCTIONAL SYSTEM

GOAL Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, 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 b. Method for Monitoring	Position/Role Responsible
1. Focus on differentiating math instruction in all classrooms to support the varying needs of learners.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. TKES observations, unit/lesson plans, consultant feedback, EOG, MAP, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
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 2019-May 2020 b. TKES observations, unit/lesson plans, instructional calendars, consultant feedback, EOG, MAP, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
3. Continue to refine the implementation of Number Talks and Number Corner at each grade level.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. TKES observations, unit/lesson plans, instructional calendars, consultant feedback, EOG, MAP, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
4. Support teachers in obtaining their Math Endorsement by hosting the program on-site through NWGA RESA. Support selected teachers in obtaining credentials to become Math Endorsement teachers.	Consolidated Pilot Fund 150	a. September 2019-August 2020 b. TKES observations, unit/lesson plans, instructional calendars, consultant feedback, endorsement completion, EOG, MAP, etc.	District Leaders Administrators SGT Teachers RESA

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	
Utilize Can-Do Descriptors. Broader based expansion of SIOP methods employed.	
Race/Ethnicity/Minority	Students with Disability
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 Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, 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	
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 2019-May 2020	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Meeting agendas, professional development records, MAP, benchmarks, Math EOG, GKIDS, TKES, 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 2019-May 2020	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 in-house professional learning communities.	Consolidated Pilot Fund 150	a. August 2019-May 2020	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Professional learning records, TKES observations, lesson/unit plans, consultant feedback, Math EOG, GKIDS, etc.	
4. Continue to participate in and refine practices of professional learning communities focused on math.	Consolidated Pilot Fund 150	a. August 2019-May 2020	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Professional learning records, TKES observations, lesson/unit plans, consultant feedback, Math EOG, GKIDS, etc.	

Economically Disadvantaged

Awareness of students in the subgroup. Utilize framework for addressing poverty. Practicing strategies from Capturing Kids Hearts.

Foster and Homeless

After-school and summer tutorials applied. Individualized support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.

English Learners

Utilize Can-Do Descriptors. Broader based expansion of SIOP methods employed.

Race/Ethnicity/Minority

Utilize benchmark assessments data to monitor/adjust instruction and intervene as needed.

Students with Disability

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	Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, 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 b. Method for Monitoring	Position/Role Responsible
1. Provide additional support to induction teachers through mentoring program.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. Mentoring assignments and meeting sign-in sheets.	District Leaders Admin, SGT, Teachers, Paras Support Staff
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 2019-May 2020 b. Administrative team meeting agendas, Math Lead meeting agendas, BUZZ agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
3. Establish and actively participate in a professional learning communities focused on mathematics.	Consolidated Pilot Fund 150	a. August 2019-May 2020 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.	District Leaders Admin, SGT, Teachers, Paras Support Staff
4. Actively recruit highly effective math teachers as positions become open.	N/A	a. February 2019-May 2020 b. TKES, peer observation, staffing records, MAP benchmarks, Math EOG, GKIDS, etc.	District Leaders Administrators SGT Teachers
5. Provide time and structure to develop professional learning communities among those teachers obtaining a Math Endorsement.	Consolidated Pilot Fund 150	a. August 2019-2020 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.	District Leaders Admin, SGT, Teachers, Paras Support Staff
6. Provide the tools and job embedded professional development needed to enhance student learning using instructional technology.	Consolidated Pilot Fund 150	a. August 2019-2020 b. TKES, peer observation, Math and Technology Lead feedback, MAP, EOG, GKIDS, professional development records, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
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			
Utilize Can-Do Descriptors. Broader based expansion of SIOP methods employed.			
Race/Ethnicity/Minority		Students with Disability	

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.
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FAMILY and COMMUNITY ENGAGEMENT

GOAL Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, 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 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 2019-May 2020 b. Meeting agendas/minutes and parent sign-in sheets	District Leaders Administrators SGT Teachers FIC Support Staff
2. Provide a Parent Resource Center equipped with information and learning materials for home use.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. Check-out documentation	District Leaders Administrators SGT Teachers FIC Support Staff
3. Fully utilize CPES Governance Team members in the school improvement process.	Consolidated Pilot Fund 150	a. July 2019-May 2020 b. SGT meeting agendas/minutes	District Leaders Administrators SGT Teachers FIC Support Staff
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 2019-May 2020 b. Parent conference forms, Parent Portal, and student work portfolios	District Leaders Administrators SGT Teachers FIC Support Staff

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

Translation and interpreting for ELL stakeholders.

Race/Ethnicity/Minority	Students with Disability
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

GOAL Students in grades K-5 will exhibit positive student growth during the 2019-20 school year, 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 b. Method for Monitoring	Position/Role Responsible
1. Work with RESA and/or private consultant(s) to provide additional professional development and support to math teachers.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. TKES observations, lesson plans, professional development records, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
2. Implementation of a math intervention program.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. MAP, progress monitoring, EOG, Dreambox reports, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
3. Train all faculty members on Capturing Kids Hearts and implement strategies learned.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. TKES observational records, student surveys, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
4. Utilize student advisory group to support the instructional process in math and increase student engagement.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. SAG meeting agendas/minutes and student survey results	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff

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

Economically Disadvantaged	Foster and Homeless
Resource fair, Mobile Learning Lab, etc.	Social Worker support and connection to supplemental services.
English Learners	
Translation and interpretation services, professional development for ELL stakeholders, etc.	
Race/Ethnicity/Minority	Students with Disability
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.

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	
GOAL	To operate within the state approved positive behavior system (PBIS) endorsement program and execute a consistent school wide discipline plan.

COHERENT INSTRUCTIONAL SYSTEM

GOAL | Along with CKH, 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 b. Method for Monitoring	Position/Role Responsible
1. Successfully operate GADOE PBIS/CKH program that includes a strategic tier 2 behavior intervention component.	Consolidated Pilot Fund 150 PIE	a. August 2019-May 2020 b. Meeting agenda/minutes, SWIS reports, and professional development records, Zones of Regulation/Navigating the Zones outcomes.	GADOE/Flippen District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
2. Conduct monthly PBIS/CKH committee meetings for the purpose of discipline data analysis and root cause determination.	Consolidated Pilot Fund 150 PIE	a. August 2019-May 2020 b. Meeting agenda/minutes, shared Google behavior spreadsheets, Zones of Regulation/Navigating the Zones progress reports and SWIS reports.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
3. Continue to work in partnership with RESA, the Flippen Group and GADOE PBIS representatives to refine PBIS/CKH program based on observation and recommendations.		a. August 2018-May 2019 b. Meeting agenda/minutes, SWIS reports, and professional development records.	GADOE/Flippen District Leaders Administrators SGT Teachers Paraprofessionals Support Staff

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

Economically Disadvantaged	Foster and Homeless
Capturing Kids Hearts training. Implementing poverty awareness strategies. Investigate the possibility of tracking ED discipline data.	Tracking foster and homeless discipline data.
English Learners	Migrant
Production of bilingual lessons and modelling for ESOL students.	
Race/Ethnicity/Minority	Students with Disability
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 | Along with CKH, 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 b. Method for Monitoring	Position/Role Responsible
1. Refine and utilize a behavior flowchart for classroom management consistent with PBIS/CKH.	N/A	a. August 2019-May 2020 b. SWIS data and PBIS/CKH meeting agenda/minutes	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
2. Continue to utilize a PBIS/CKH team and appointed school level coach to lead efforts.	Consolidated Pilot Fund 150 PIE	a. August 2019-May 2020 b. PBIS/CKH team agenda/minutes and professional development records	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
3. Design a master school-wide schedule that provides time for tier 2 behavior intervention groups.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. Zones of Regulation/Navigating the Zones progress reports	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
4. Redeliver professional development of the PBIS/CKH framework and share analysis of discipline data for school improvement. Support individual PBIS endorsement(s).	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. Professional development records and GADOE/Flippen walk/through observation feedback	GADOE/Flippen District Leaders Administrators SGT Teachers Paraprofessionals Support Staff

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
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.
Inclusion of ELL lead in the findings of the PBIS/CKH team. Inclusion of ELL staff as advocates on the PBIS/CKH team.	
Inclusion of minority staff as advocates on the PBIS/CKH, 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 | Along with CKH, 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 b. Method for Monitoring	Position/Role Responsible
1. Continue to work with GADOE PBIS/the Flippen Group consultants to refine school wide discipline program.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. Professional development records and GADOE/Flippen Group feedback	GADOE/Flippen District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
2. Utilize a framework of redelivery to ensure a clear understanding PBIS fundamentals and CKH framework among all stakeholders.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. PBIS/CKH team, faculty/staff, grade level and district meeting agenda/minutes	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
3. Fully utilize distributed leadership working through the PBIS/CKH operation process.	Consolidated Pilot Fund 150	a. August 2019-May 2020 b. PBIS/CKH team recommendations, faculty/staff, grade level and district meeting agenda/minutes	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff

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/CKH team.
English Learners	Migrant
Inclusion of ELL staff as an advocate on the PBIS/CKH team.	
Race/Ethnicity/Minority	Students with Disability
Inclusion of minority staff as advocates on the PBIS/CKH team.	Inclusion of ESS staff as an advocate on the PBIS/CKH team and Georgia Parent Mentor.

FAMILY and COMMUNITY ENGAGEMENT

GOAL | Along with CKH, 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 b. Method for Monitoring	Position/Role Responsible
1. Make stakeholders aware of the PBIS/CKH fundamentals.	Consolidated Pilot Fund 150 PIE	a. August 2019-May 20120 b. Stakeholder meeting agenda, minutes and sign-in sheets	District Leaders Administrators SGT/PTO Teachers Paraprofessionals Support Staff Parents
2. Utilize social media (Twitter, Instagram, Facebook and system/school website) to highlight the PBIS/CKH program and rewards.	Consolidated Pilot Fund 150 PIE	a. August 2019-May 2020 b. Posts on website/social media outlets and parent survey results	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
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 2019-May 2020 b. Posts on website/social media outlets and community involvement records	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
4. Fully utilize CES Governance Team members in the school improvement process.	Consolidated Pilot Fund 150 PIE	a. July 2019-May 2020 b. SGT agendas/minutes	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff

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

Economically Disadvantaged	Foster and Homeless
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.
English Learners	Migrant
Utilize translation and interpretation services. Parent workshops/training offered.	
Race/Ethnicity/Minority	Students with Disability
Staff diversity on PBIS/CKH team	Georgia Parent Mentor's active participation in IEP meetings.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL | Along with CKH, 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 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 2019-May 2020 b. Teacher feedback, discipline data, and PBIS team agenda/ minutes	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
2. Continue to support a PBIS/CKH Team with a broad based faculty representation to review discipline data and appropriately address areas of concern as it relates to discipline and school culture.	Consolidated Pilot Fund 150 PIE	a. August 2019-May 2020 b. Discipline data and PBIS/CKH team agenda/minutes	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff

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/CKH 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/CKH team. Analysis and reporting a race referral ratio index.	Inclusion of ESS staff as advocates on the PBIS team and Georgia Parent Mentor.

