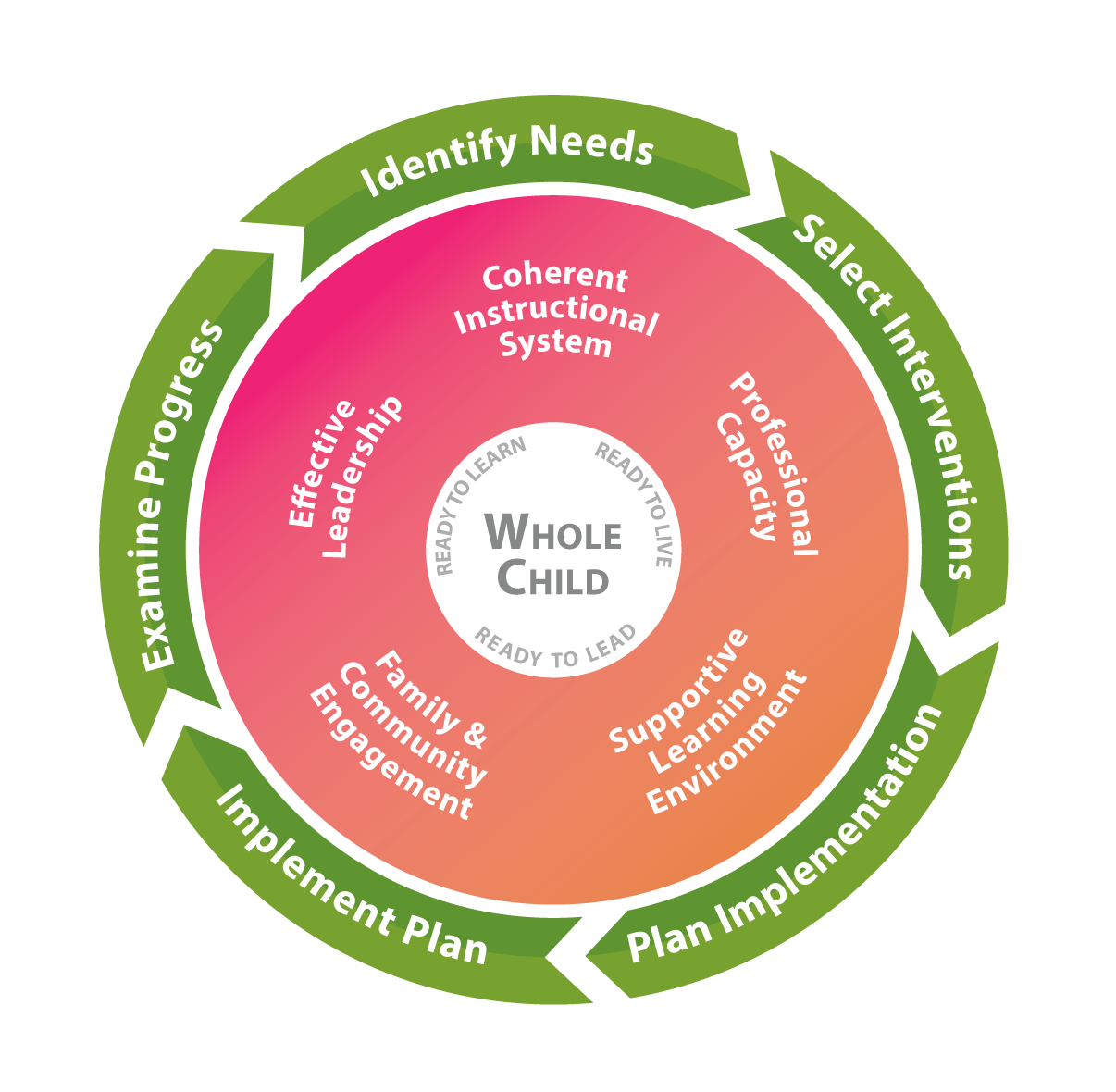
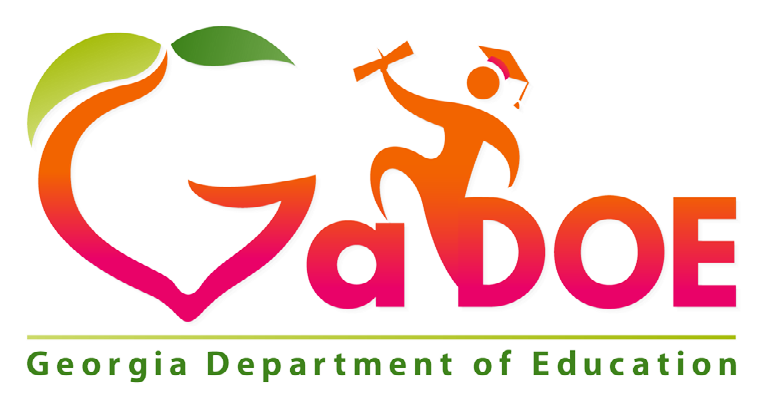
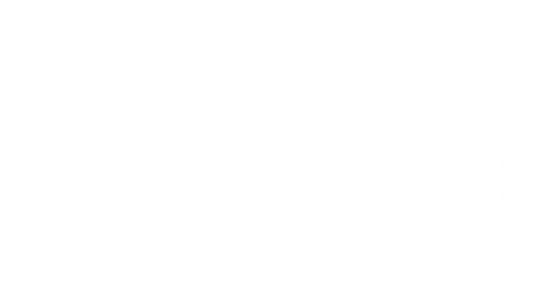
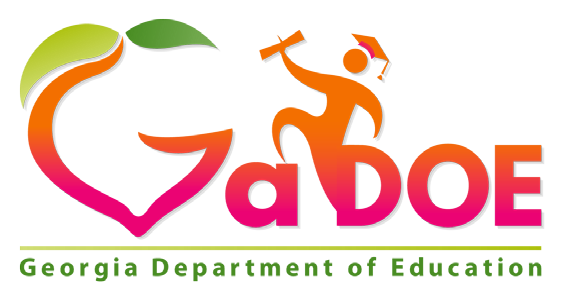
ADD NEW COVER



**School Improvement Plan**

**2017-2018**

Richard Woods, State School Superintendent

***“Educating Georgia’s Future.”***

205 Jesse Hill Jr. Drive SE

Atlanta, GA 30334 (404) 657-4209 www.gadoe.org 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](http://www.gadoe.org/School-Improvement/Federal-Programs) webpage. Webinar series topics include:

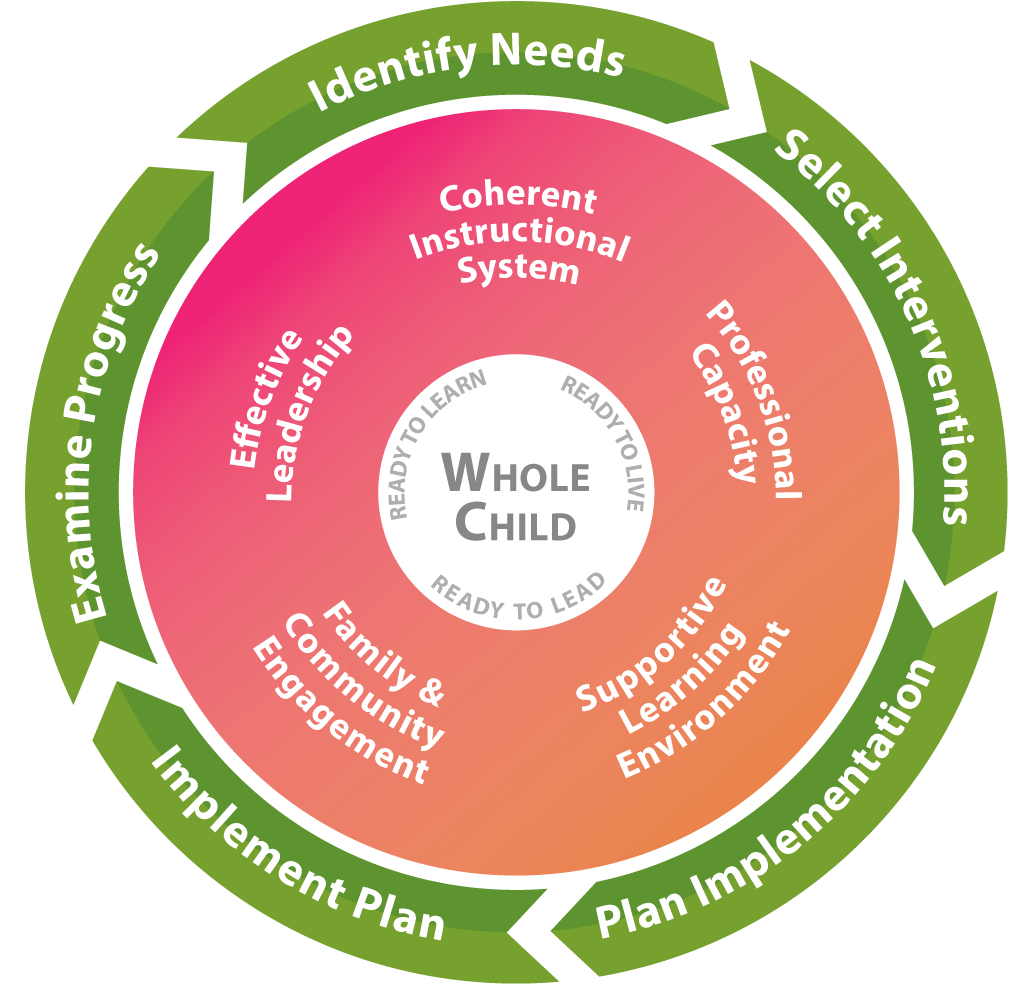
* Georgia’s Systems of Continuous Improvement Overview February 10, 2017
* Planning and Preparation February 17, 2017
* Coherent Instructional System February 24, 2017
* Effective Leadership March 3, 2017
* Professional Capacity March 10, 2017 • Family and Community Engagement March 17, 2017
* Supportive 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*** 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***.

April 2017 Document Number: 1704-0420

# 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

## *Georgia’s Systems of Continuous Improvement*

**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

***Georgia’s Systems of Continuous Improvement***

**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’s Systems of Continuous Improvement*

**Georgia Department of Education**

School Improvement Plan

**1. GENERAL IMPROVEMENT PLAN INFORMATION**

|  |  |  |  |
| --- | --- | --- | --- |
| *District Name* | | | Cobb County School District |
| *School Name* | | | Fair Oaks |
| *Team Lead* | | | Liz Murphy |
| *Position* | | | Principal |
| *Email* | | | [Liz.Murphy@cobbk12.org](mailto:Liz.Murphy@cobbk12.org) |
| *Phone* | | | 678-894-8080 |
| **Federal Funding Options to Be Employed (SWP Schools) in This Plan**  **(Select all that apply)** | | | |
| X | Traditional funding (all Federal funds budgeted separately) | | |
|  | Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY** | | |
|  | “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 **ONLY** | | |
|  | Other (if selected, please describe below) | | |
|  | | | |

***1. General Improvement Plan Information***

# 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

### 2. School Improvement Goals

**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** | |
| Students lack foundation literacy development as evidence by the ELA EOG scores, FRA, and Reading Inventory | |
| Root Cause #1 | Students lack English language linguistic vocabulary development |
| Root Cause #2 | Lack of phonemic awareness, decoding, and summarizing skills |
| Root Cause #3 | Teacher lack the skills to systematically analyze written expression to pin point individualize student results and guide instruction |
| Root Cause #4 | Workshop model for reading and writing not implemented with fidelity |
| Root Cause #5 |  |
| ***GOAL*** | 3-4-5 Goal: Increase the percentage of students scoring proficient or higher by 5% from the 2017ELA EOG to 2018 ELA EOG.  K-2 Goal: Increase the percentage of students scoring proficient or higher by 10% from the August 2017 Reading Inventory to the May 2018 Reading Inventory. |

***2. School Improvement Goals***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COHERENT INSTRUCTIONAL SYSTEM** | | | |  |
| ***GOAL*** | 3-4-5 Goal: Increase the percentage of students scoring proficient or higher by 5% from the 2017ELA EOG to 2018 ELA EOG.  K-2 Goal: Increase the percentage of students scoring proficient or higher by 10% from the August 2017 Reading Inventory to the May 2018 Reading Inventory. | | |  |
| ***Structure(s)*** | CIS – 1; CIS-2; CIS-3; CIS-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. Implement Write Score program to analyze written expression results and tailor instruction | | Title 1 | a. Three times per year (September, January, March) | Teacher |
| b. Analyze write score and team meetings |
| 2. Implement technology programs to address phonemic awareness, vocabulary development, and summarizing skills in the classroom and in the computer lab (Myon, Triumph Learning, Learning A-Z) | | Title 1 | a. July 31st : 3 times per week. | Teacher |
| b. Progress monitoring (results) based on software |
| 3. Implement workshop model with fidelity | | Title 1 | a. July 31: Daily | Teacher |
| b. Walkthroughs, Observation and TKES |
| 4. Class size reduction for 4th and 5th grade (increase student teacher conferences, additional time with small group instruction, and increase differentiation) | | Title 1 | 1. July 31: Daily | Teacher |
| 1. Walkthroughs, Observation and TKES |
| 5. Implement early literacy initiative in K-1 Classrooms | | Title 1 / Local School | 1. July 31: Daily | Teacher |
| 1. 10 day progress monitoring |
| 6. School-wide implementation of word walls including content vocabulary | | Local School | 1. September added to weekly | Teachers |
| 1. Walkthroughs |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | |  |
| **Economically Disadvantaged** | | | **Foster and Homeless** |  |
| Targeted interventions are built into the schedule | | | Tutoring within the school day to support learning gaps |  |
| **English Learners** | | | **Migrant** |  |
| Small group instruction, vocabulary development, visuals, PL for teachers | | |  |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Providing relevant literature | | | Specialized instructional supports to ensure vocabulary development | |

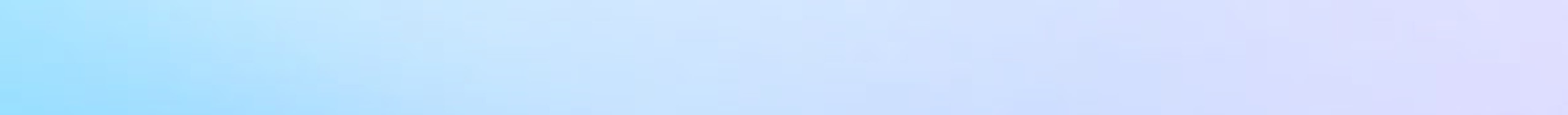
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| --- | --- | --- | --- | --- |
| **EFFECTIVE LEADERSHIP** | | | |  |
| ***GOAL*** | Increase the percentage by 10% of students from basic to proficient in ELA as measured SRI (k-2) and Milestones (3-4-5) | | |  |
| ***Structure(s)*** | EL-1; EL-2; EL-3; 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** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 1. Provide protective planning time to support collaboration from ESOL, EIP, Gen.Ed and other support personnel | | Title 1 | 1. Quarterly training | Administrator |
| 1. Meeting notes |
| 2. Set expectations and define fidelity for workshop model | | Local Funds | 1. July 31st: Daily | Administrator |
| 1. Walkthroughs using checklists with feedback |
| 3. Conduct routine focus walks for Lucy Caukins, Written response, guided reading, and units of study. (Move to PD and add para | | Local Funds | 1. Monthly focus walks | Administrator |
| 1. Conference notes |
| 4.Purchase Write Score program to analyze written expression results and tailor instruction | | Title 1 | a. Three times per year (September, January, March) | Administrator |
| 1. Monitor by attending team meetings and walkthroughs |
| 5. Purchase technology programs to address phonemic awareness, vocabulary development, and summarizing skills in the classroom and in the computer lab (Myon, Triumph Learning, Learning A-Z) | | Title 1 | 1. July 31st : 3 times per week. | Administrator |
| b. Progress monitoring usage and growth |
| 6. Purchase Class size reduction teacher for 4th and 5th grade (increase student teacher conferences, additional time with small group instruction, and increase differentiation) | | Title 1 | a.July 31st: Daily | Administrator |
| 7. Set expectations of early literacy program | | Local School | July 31: Daily | Administrator |
| 8. Provide computer resource lab for special rotation to Implement technology programs to address phonemic awareness, vocabulary development, and summarizing skills in the classroom and in the computer lab (Myon, Triumph Learning, Learning A-Z) | | Title 1 | Weekly (Every 7th day) for special rotation | Computer lab Paraprofessional |
| Use and growth monitoring |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | |  |
| **Economically Disadvantaged** | | | **Foster and Homeless** |  |
| Targeted interventions are built into the schedule | | | Implement student goal setting and collaborate with social worker and counselors to ensure the needs of the whole child are met. |  |
| **English Learners** | | | **Migrant** |  |
| Include Language Objectives (WIDA) | | | Implement a process to provide additional instructional tie during the school day to address gaps resulting from mobility |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Ensure formative assessments and interventions are analyzed and monitored. Provide timely feedback for progress and monitoring | | | Provide protective time for SWD teachers and Gen.Ed teachers to collaborate and review IEP. Support teachers with integration of specialized instruction | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PROFESSIONAL CAPACITY** | | | |  |
| ***GOAL*** | Increase the percentage by 10% of students from basic to proficient in ELA as measured SRI (k-2) and Milestones (3-4-5) | | |  |
| ***Structure(s)*** | PC-1; PC-2; 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. Data teams will discuss student data to determine strategies for increasing achievement | | Title 1 | 1. PLC meet weekly | Coaches and Administration |
| 1. Review Lesson plans weekly; walkthrough conferences each Friday with coaches. |
| 2. Provide professional development to support (Write score, Lucy Caulkins Units of Study | | Title 1 | 1. Initial training in August follow up monthly based on PLC communities | Coaches and Administration |
| 1. Student growth data (3 times per year SRI/SMI) |
| 3. Implement quarterly data days to analyze read and writing results (write score, touchstone, and formative assessments) | | Title 1 | 1. End of the grading periods – each 9 weeks | Coaches and Administration |
| b.Write Score data analysis |
| 4. Will train teachers on how to implement and analyze Write Score results | | Local School | a.3 times per year (September, January, March) | Academic Coach |
| 1. Team meetings and walkthroughs |
| 5.Provide training for the workshop model | | Title 1 | a.July 31st: Weekly team meetings and Quarterly collaboration | Academic Coach |
| b.Minutes and sign-in sheets |
| 6. Provide collaborative training and support for early literacy (k-1) | | Title 1 | a.July 31: daily | Academic Coach |
| Collaborative meetings |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | |  |
| **Economically Disadvantaged** | | | **Foster and Homeless** |  |
| Targeted interventions are built into the schedule | | | Implement student goal setting and collaborate with social worker and counselors to ensure the needs of the whole child are met. |  |
| **English Learners** | | | **Migrant** |  |
| Include Language Objectives (WIDA) | | | Implement a process to provide additional instructional tie during the school day to address gaps resulting from mobility |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Ensure formative assessments and interventions are analyzed and monitored. Provide timely feedback for progress and monitoring | | | Provide protective time for SWD teachers and Gen.Ed teachers to collaborate and review IEP. Support teachers with integration of specialized instruction | |

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| --- | --- | --- | --- | --- |
| **FAMILY and COMMUNITY ENGAGEMENT** | | | |  |
| ***GOAL*** | Increase the percentage by 10% of students from basic to proficient in ELA as measured SRI (k-2) and Milestones (3-4-5) | | |  |
| ***Structure(s)*** | FCE-1; FCE2; FCE4 | | |  |
| ***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 parent with parent workshops to review academic standards: math strategies, reading strategies, technology support and study habits. | | Title I | a. July –and Monthly | Parent facilitator |
| b. Agenda and sign-in |
| 2. Employ a parent translator to support parent communication and support for academic success | | Title 1 | a. July (daily) | Parent  Facilitator |
| b. Building sign-in |
| 3. Provide parent with parent workshops to review academic standards (parent compact and family engagement policies) | | Title 1 | 1. Monthly starting in August | Parent facilitator |
| 1. Agenda and sign-in |
| 4. Provide parents with monthly newsletter to support curriculum initiatives | | Title 1 | 1. August and 1st Tuesday of the month | Parent Facilitator |
| 1. Copy of newsletter |
| 5. Share Write Score results and strategies with families during October conferences and parent academic resource nights | | Title 1 | a.October Conferences and Quarterly Workshops | Teachers |
| b.Sign in Sheets for conferences and surveys for workshops |
| 6. Share with parents how to access technology programs to address phonemic awareness, vocabulary development, and summarizing skills in the classroom and in the computer lab (Myon, Triumph Learning, Learning A-Z) | | Title 1 | a.Send information home in August and train and review during conference week | Teachers and parent facilitator |
| b.Survey the parents |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | |  |
| **Economically Disadvantaged** | | | **Foster and Homeless** |  |
| Parents writing workshops and write score reviews will be provided | | | Implement student goal setting and collaborate with social worker and counselors to ensure the needs of the whole child are met. |  |
| **English Learners** | | | **Migrant** |  |
| Support for parents such as classes and academic preparation for home (reading, writing, and math strategies) | | | Implement a process to provide additional instructional times during the school day to address gaps resulting from mobility |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Provide specific feedback for parents to support academic preparation at home | | | Ensure parents understand the students learning style and strategies to support academic gains in Language arts | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUPPORTIVE LEARNING ENVIRONMENT** | | | |  |
| ***GOAL*** | Increase the percentage by 10% of students from basic to proficient in ELA as measured SRI (k-2) and Milestones (3-4-5) | | |  |
| ***Structure(s)*** | SLE-1; SLE2; SLE-3 | | |  |
| ***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.Implement proofs of Concepts in Kindergarten and 1st grade | | Local School | 1. Starting in August – Each 13 days | Kindergarten Teachers |
| 1. Manditory progress monitoring each 13th day |
| 2. Employ tutors to support the academic setting (ELA small group instructional support) | | Title 1 | 1. October 2017 (Weekly) | Tutors |
| 1. Data review based on individual student work |
| 3. | |  |  |  |
|  |
| 4. | |  |  |  |
|  |
| 5. | |  | a. |  |
| b. |
| 6. | |  | a. |  |
| b. |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | |  |
| **Economically Disadvantaged** | | | **Foster and Homeless** |  |
| Provide resources (tutoring) for students within the school day | | | Implement student goal setting and collaborate with social worker and counselors to ensure the needs of the whole child are met. |  |
| **English Learners** | | | **Migrant** |  |
| Use WIDA resources to assist with language development | | | Implement a process to provide additional instructional times during the school day to address gaps resulting from mobility |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Ensure formative assessments and interventions are analyzed and monitored. Provide timely feedback for progress and monitoring | | | Provide protective time for SWD teachers and Gen.Ed teachers to collaborate and review IEP. Support teachers with integration of specialized instruction | |

## 2.3 OVERARCHING NEED #2



**SCHOOL IMPROVEMENT PLAN**



***14***

***2***

***. School Improvement Goals***

|  |  |
| --- | --- |
| **Overarching Need** | |
| Students are not performing on grade level in Math | |
| Root Cause #1 | Teachers lack fidelity in teaching abstract mathematic concepts |
| Root Cause #2 | Weak counting skills (rote count sequence, counting forward/back from a given number, number words before/after, skip counting backwards/forwards) (IKAN) |
| Root Cause #3 | Weak math fact fluency |
| Root Cause #4 | Students lack the ability to construct coherent written responses in mathematics |
| Root Cause #5 | Significant amount of teachers new to teaching mathematics |
| ***GOAL*** | K-5 Goal: Increase the percentage of students scoring proficient or higher by 15% from the August 2017 Math Inventory to the May 2018 Math Inventory. |

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| **COHERENT INSTRUCTIONAL SYSTEM** | | | |  |
| ***GOAL*** | K-5 Goal: Increase the percentage of students scoring proficient or higher by 15% from the August 2017 Math Inventory to the May 2018 Math Inventory. | | |  |
| ***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** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 1. Implement math workshop model with fidelity | | Local Fund | 1. July 31: Daily | Teachers |
| 1. Walkthroughs, Observations, and TKES |
| 2. Implement technology programs to address mathematics deficits such as operations, logic, and math vocabulary | | Title 1 | 1. August 31st: 3 times per week | Teachers |
| 1. Progress monitoring result based on software |
| 3. Class size reduction for 4th and 5th grade (increase student teacher conferences, additional time with small group instruction, and increase differentiation. | | Title 1 | 1. July 31st: Daily | Administrator |
| 1. Fact math review (fluency data) |
| 4. Provide computer resource lab for specials rotation to implement technology programs in mathematics to address deficits in math vocabulary, concrete/abstract math concepts | | Title 1 | 1. Weekly (Every 7 day rotation) | Computer lab paraprofessional |
| 1. Usage and growth monitoring |
| 5. Bi-weekly constructed response opportunities through math journaling | | Title 1 | 1. July 31st: Daily | Math coach |
| 1. Math coaching notes and feedback |
| 6. Provide teachers strategies for math operations (fact fluency, sequencing, counting, operations) | | Title 1 | 1. July 31st: Daily | Teachers |
| 1. Walkthroughs, Observations, TKES |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | |  |
| **Economically Disadvantaged** | | | **Foster and Homeless** |  |
| Ensure instructional support and supplies for mathematics instruction and readily available | | | Ensure instructional support and supplies for mathematics instruction and readily available |  |
| **English Learners** | | | **Migrant** |  |
| Provide math resources (vocabulary supports and anchor resources) to decrease language barriers | | | Ensure instructional support and supplies for mathematics instruction and readily available |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Ensure lessons and math resources provide multiple modalities to support all learners. | | | Provide resources and support based on students’ strengths and learning styles | |

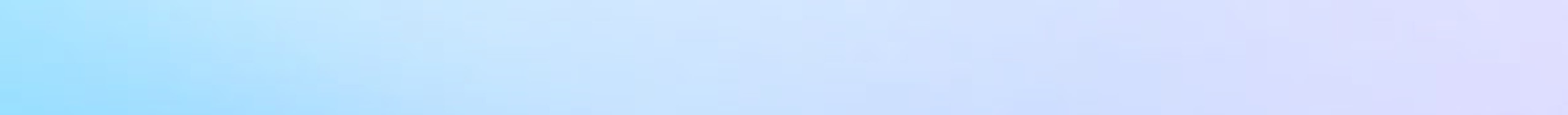
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| **EFFECTIVE LEADERSHIP** | | | |  |
| ***GOAL*** | K-5 Goal: Increase the percentage of students scoring proficient or higher by 15% from the August 2017 Math Inventory to the May 2018 Math Inventory. | | |  |
| ***Structure(s)*** |  | | |  |
| ***Evidence-based 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** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 1. Set expectations for workshop model with fidelity | |  | a.July 31st: Daily | Administrator |
| b.Walkthrough and checklists |
| 2. Provide protective time for collaboration with support staff (ESOL, EIP, SWD) | | Title 1 | 1. Quarterly training | Administrator |
| b.Meeting Notes |
| 3. Expect to see multiple modalities of instructional strategies to address (math operations) | | Title 1 | a.September 1 2017- Daily | Administrator |
| b.Walkthroughs, TKES, Observations |
| 4.Purchase technology programs to support math deficits (vocabulary development and concreate/abstract learning) | |  | a.July 31st : Three times per week |  |
| 1. Progress monitoring and growth measures |
| 5.Purchase class size reduction teacher for 4th and 5th grade (increase student teacher conferences, additional time with small group instruction, and increase differentiation) | | Title 1 | a.July 31st: Daily | Administrator |
| b.Walkthroughs, Observations, TKES |
| 6.Purchase a math coach to support and guide instruction in mathematics k-5 | | Title 1 | a.July 31st : Daily | Administrator |
| 1. Coaching notes – Conference feedback notes with teachers/coach |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | |  |
| **Economically Disadvantaged** | | | **Foster and Homeless** |  |
| Ensure instructional support and supplies for mathematics instruction and readily available | | | Ensure lessons and math resources provide multiple modalities to support all learners |  |
| **English Learners** | | | **Migrant** |  |
| Provide math resources (vocabulary supports and anchor resources) to decrease language barriers | | | Ensure instructional support and supplies for mathematics instruction and readily available |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Ensure lessons and math resources provide multiple modalities to support all learners | | | Provide resources and support based on students strengths and learning styles | |

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| **PROFESSIONAL CAPACITY** | | | |  |
| ***GOAL*** | K-5 Goal: Increase the percentage of students scoring proficient or higher by 15% from the August 2017 Math Inventory to the May 2018 Math Inventory. | | |  |
| ***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** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 1.Quarterly training to support mathematic strategies and resources | | Title 1 | a.Quarterly every 9 weeks | Administration and coaches |
| 1. Common assessment growth monitoring |
| 2.Attend conferences to support instructional initiatives | | Title 1 | 1. – September and February | Administration and coaches |
| 1. Redeliver for conference |
| 3.Collaborative planning and Data teams to support data analysis and (Touchstone review) | | Title 1 | 1. Data cycles (quarterly) | Administration and coaches |
| 1. Data review |
| 4. Train and support teachers new to mathematics | | Title 1 | a.Weekly and Quarterly training | Coach |
| b.Feedback notes from coaching sessions |
| 5. Training for the workshop model | | Title 1 | a.July 31st and Weekly leadership team meetings (coaches: administrative staff) | Coach |
| b.Team meetings and walkthroughs |
| 6. Weekly training for teachers new to the profession | | Title 1 | 1. August 14th – Every Monday | Coach |
| 1. Agenda and participation survey |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | |  |
| **Economically Disadvantaged** | | | **Foster and Homeless** |  |
| Ensure instructional support and supplies for mathematics instruction and readily available | | | Ensure additional instruction time is provided to support gaps in math content |  |
| **English Learners** | | | **Migrant** |  |
| Provide math resources (vocabulary supports and anchor resources) to decrease language barriers | | | Ensure additional instruction time is provided to support gaps in math content |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Ensure lessons and math resources provide multiple modalities to support all learners. | | | Ensure teachers are implementing specialized instructional strategies and supports for learning styles. | |

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| **FAMILY and COMMUNITY ENGAGEMENT** | | | |  |
| ***GOAL*** | Increase by at least 10% in each grade level the number of students considered proficient in mathematics (Basic to Proficient) k-5 based on Scholastic Math Inventory (SMI) | | |  |
| ***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** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 1. Provide parents with workshops to review math academic standards, math strategies, technology supports and study habits | | Title 1 | 1. July 31 – Monthly | Parent facilitator |
| b.Agenda and sign in |
| 1. Employ parent liaison and translator to support facilitate a cohesive (parent/school) relationship | | Title 1 | a.July 31st: Daily | Administrator |
| b.Building sign in |
| 3.Provide parents with monthly newsletters for curriculum initiatives, volunteer opportunities, and student resources | | Title 1 | 1. Monthly starting in August | Parent facilitator |
| b.Sign in sheet/Agenda |
| 4.Share results of SMI (baseline and student growth during conferences and parent resource nights | | Local School | 1. October during conference week | Parent facilitator |
| b.Sign in sheet for conferences and survey for workshops |
| 5. | |  | a. |  |
| b. |
| 6. | |  | a. |  |
| b. |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | |  |
| **Economically Disadvantaged** | | | **Foster and Homeless** |  |
| Provide math resources and tools to support and guide learning at home and during instructional time | | | Provided additional resources through community agencies to support possible learning gaps |  |
| **English Learners** | | | **Migrant** |  |
| Provide additional vocabulary resources to parents to support math | | | Provided additional resources through community agencies to support possible learning gaps |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Ensure parents are offered a variety of learning resources based on multiple modality frameworks | | | Provide parents strategies and supports to individual students strengths and weaknesses | |

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| **SUPPORTIVE LEARNING ENVIRONMENT** | | | |  |
| ***GOAL*** | Increase by at least 10% in each grade level the number of students considered proficient in mathematics (Basic to Proficient) k-5 based on Scholastic Math Inventory (SMI) | | |  |
| ***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** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 1.Purchase Tutor to support math strategies for operations (fact fluency, sequencing, counting, operations) – Bottom quartile students during the school day | | Title 1 | 1. October 2017: 3 times per week | Administrator |
| 1. Work products and observations |
| 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 Disabilities** |  |
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## 2.4 OVERARCHING NEED #3



**SCHOOL IMPROVEMENT PLAN**



***20***

***2***

***. School Improvement Goals***

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| **Overarching Need** | |
| Continue to improve attendance and behavior for all students to meet their personal academic goals by sustaining the progress made through the school wide initiative of the Leader in Me program. | |
| Root Cause #1 | Chronic absences from a significant number of students |
| Root Cause #2 | Number of students missing instruction due to behavior and disciplinary consequences |
| Root Cause #3 | Students from a wide variety of countries often have different expectations for school norms |
| Root Cause #4 | Significant amount of students tardy for school each day |
| Root Cause #5 |  |
| ***GOAL*** | Reduce the percentage of chronic absences and tardiness (chronic is defined as over 10) 245 (A) 181 (T) in 2017 to 10% less in 2018.  Reduce the percentage of in-school suspension from 142 in 2017 to 110 in 2018. |

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| **COHERENT INSTRUCTIONAL SYSTEM** | | | |  |
| ***GOAL*** | Reduce the percentage of chronic absences and tardiness (chronic is defined as over 10) 245 (A) 181 (T) in 2017 to 10% less in 2018.  Reduce the percentage of in-school suspension from 142 in 2017 to 110 in 2018. | | |  |
| ***Structure(s)*** | CI-1; CI3 | | |  |
| ***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. Teacher conduct a morning meeting addressing a positive behavior strategy using the Leader-in-Me framework. | | Local Funds | 1. July 31: Daily | Teachers |
| 1. Observation and lesson plans |
| 2.Implement attendance incentives quarterly – By recognizing students who have perfect attendance | | Local Funds | 1. Every 9 weeks | Counselor |
| 1. Daily attendance monitoring |
| 1. Attendance Growth: targeting students more than 10 absences or tardiness in the previous year. | | Local Funds | 1. July 31st: Daily | Counselors |
| 1. Daily attendance and Tardiness monitoring |
| 1. Establish and support a school wide mission and vision statement reflecting a positive school culture | | Local Funds | 1. August 2017 – Daily school-wide routines | Administrator |
| 1. Daily broadcast and Staff meetings |
| 5. | |  | a. |  |
| b. |
| 6. | |  | a. |  |
| b. |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | |  |
| **Economically Disadvantaged** | | | **Foster and Homeless** |  |
| Students provided with resources to support the Leader-in-Me such as vocabulary with the 7 habits | | | Students provided with resources to support the Leader-in-Me such as vocabulary with the 7 habits |  |
| **English Learners** | | | **Migrant** |  |
| Students provided with resources to support the Leader-in-Me such as vocabulary with the 7 habits and pictures to anchor learning | | | Students provided with resources to support the Leader-in-Me such as vocabulary with the 7 habits |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Students provided multiple opportunities to engage in the 7 habits daily | | | Students provided multiple opportunities to engage in the 7 habits daily | |

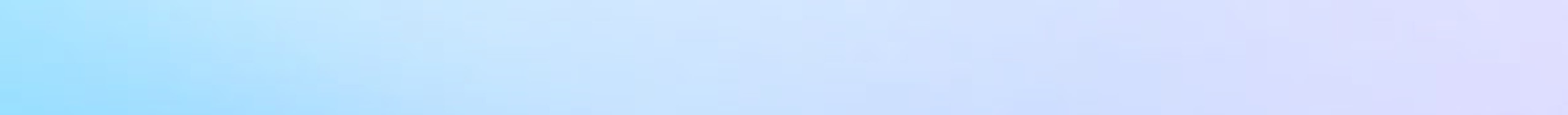
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| **EFFECTIVE LEADERSHIP** | | | |  |
| ***GOAL*** | Reduce the percentage of chronic absences and tardiness (chronic is defined as over 10) 245 (A) 181 (T) in 2017 to 10% less in 2018.  Reduce the percentage of in-school suspension from 142 in 2017 to 110 in 2018. | | |  |
| ***Structure(s)*** | EL-1; EL2; EL-3 | | |  |
| ***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** |
| Provide training and support for Leader-in-Me program implementation | | Local Funds | a.July 31: Daily | Administrator |
| Observations during morning meetings |
| 1. Conduct attendance and tardiness meetings with counselors, teachers, and students of concern | | Local School | 1. July 31: Weekly | Administrator |
| 1. Data reports for weekly attendance |
| 3.Oversee attendance initiatives – quarterly attendance celebrations | | Local School | 1. July 31: Quarterly | Administrator |
| 1. Attendance reports quarterly |
| Ensure the school-wide mission and vision is utilized to build positive behavior culture | | Local School | a. July 31: Daily | Administrator |
| b. Student reflections, morning meetings, classroom mission statements – |
| 1. Pay for new staff training (Leader-in-Me) | | Local Funds | September 2017 | Administrator |
| 1. Morning meetings and leadership notebooks |
| 6. | |  | a. |  |
| b. |
| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | | | |  |
| **Economically Disadvantaged** | | | **Foster and Homeless** |  |
| Ensure leadership initiatives have adequate resources to students notebooks | | | Ensure leadership initiatives have adequate resources to students notebooks |  |
| **English Learners** | | | **Migrant** |  |
| Ensure Leader-in-Me notebooks have vocabulary and visual supports (anchors) | | | Ensure leadership initiatives have adequate resources to students notebooks |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Ensure Leader-in-Me notebooks use multiple modalities to express ideas | | | Ensure Leader-in-Me notebooks use multiple modalities to express ideas | |

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| **PROFESSIONAL CAPACITY** | | | |  |
| ***GOAL*** | Reduce the percentage of chronic absences and tardiness (chronic is defined as over 10) 245 (A) 181 (T) in 2017 to 10% less in 2018.  Reduce the percentage of in-school suspension from 142 in 2017 to 110 in 2018. | | |  |
| ***Structure(s)*** | PC-1; PC2 | | |  |
| ***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.Leader-in-Me lighthouse team will discuss data to support effective school-wide strategies | | Local Funds | 1. August – Bi-weekly lighthouse team meetings | Teachers |
| 1. Meeting notes |
| 2.Provide professional development for character education (Leader-in-Me) for new staff members | | Local Funds | 1. September | Administrator |
| 1. Conference survey instrument |
| 3.Implement discipline quarterly review (counselors, administration, coaches, lighthouse) | | Local Funds | 1. September then each 9 weeks | Administrator |
| 1. Report SSP4; SS481 Discipline |
| 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** |  |
| Ensure leadership initiatives have adequate resources for students | | | Utilize outside resources as needed to ensure wrap around services and supports |  |
| **English Learners** | | | **Migrant** |  |
| Ensure Leader-in-Me meetings have vocabulary and visual supports (anchors) | | | Utilize outside resources as needed to ensure wrap around services and supports |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Ensure Leader-in-Me meetings use multiple modalities to express ideas | | | Use specialized instruction and conferences with students who need modeling and support for positive behavior supports | |

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| **FAMILY and COMMUNITY ENGAGEMENT** | | | |  |
| ***GOAL*** | Reduce the percentage of chronic absences and tardiness (chronic is defined as over 10) 211 (A) 96 (T) in 2017 to 10% less in 2018.  Reduce the percentage of in-school suspension from 142 in 2017 to 110 in 2018. | | |  |
| ***Structure(s)*** | FCE – 1; FCE-3; FCE-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 parents with Leader-in-Me workshop to support character education and terminology: Be proactive, Begin with the end in mind; Put first things first, Think Win-Win, Seek first to understand then be understood, Synergize, and Sharpen the saw | | Local Funds | 1. October 2017 | Parent facilitator |
| 1. Parent survey |
| 2.Conduct parent meeting with chronic behavior concerns | | Local Funds | 1. August 2017 – Bi-Weekly | Social worker |
| 1. Meeting notes |
| 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** |  |
| Provide parents with resources to support the Leader-in-Me at home | | | Provide resources to support wrap around services and support as needed |  |
| **English Learners** | | | **Migrant** |  |
| Provide parents with vocabulary support for Leader-in-Me at home | | | Provide resources to support wrap around services and support as needed |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Provide parents with multiple resources to support the Leader-in-Me at home | | | Provide parents with resources to support the Leader-in-Me at home | |

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| **SUPPORTIVE LEARNING ENVIRONMENT** | | | |  |
| ***GOAL*** | Reduce the percentage of chronic absences and tardiness (chronic is defined as over 10) 211 (A) 96 (T) in 2017 to 10% less in 2018.  Reduce the percentage of in-school suspension from 142 in 2017 to 110 in 2018. | | |  |
| ***Structure(s)*** | SLE-1; SLE2 | | |  |
| ***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.Implement the Leader-in-Me program system wide (notebooks, lighthouse team, morning meetings, classroom mission statement) | | Local Funds | a.August 2017: Daily | Teachers |
| b.Notebook review and observations |
| 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** |  |
| Ensure the 7 habits vocabulary and terms are used and monitored school-wide | | | Ensure the 7 habits vocabulary and terms are used and monitored school-wide |  |
| **English Learners** | | | **Migrant** |  |
| Ensure the 7 habits vocabulary and terms are used and monitored school-wide | | | Ensure the 7 habits vocabulary and terms are used and monitored school-wide |  |
| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
| Ensure the 7 habits vocabulary and terms are used and monitored school-wide | | | Ensure the 7 habits vocabulary and terms are used and monitored school-wide | |

## 2.5 OVERARCHING NEED #4



**SCHOOL IMPROVEMENT PLAN**



***26***

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***. School Improvement Goals***

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

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| **COHERENT INSTRUCTIONAL SYSTEM** | | | |  |
| ***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** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 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 Disabilities** |  |
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| **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** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 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 Disabilities** |  |
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| **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** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 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 Disabilities** |  |
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| **FAMILY and COMMUNITY ENGAGEMENT** | | | |  |
| ***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** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 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** |  |
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| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
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| **SUPPORTIVE LEARNING ENVIRONMENT** | | | |  |
| ***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** | **Position/Role Responsible** |
| **b. Method for Monitoring** |
| 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** |  |
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| **Race/Ethnicity/Minority** | | | **Students with Disabilities** |  |
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**4. REQUIRED QUESTIONS**

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| **4.a -** In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included.  [Sec. 2103(b)(2)] |
| Fair Oaks Elementary School has developed with the participation from individuals who will carry out the comprehensive school wide improvement program plan. Administrators, teachers, parent liaison, community partnerships, and parents were involved in providing input into the Fair Oaks Elementary school improvement plan for the 2017-2018 school year. The Building Leadership Team worked together to revisit the interventions and interventions of our school. We developed a position statement to support the plan. The plan was drafted by our school principal, academic coaches, parent liaison, and grade level representatives. The draft was distributed to all stakeholders for feedback/input. Revisions were made and then distributed to stakeholders for review i.e. school counsel and building leadership team. The final plan is submitted to the Fair Oaks Elementary staff for approval and implementation. The implementation of the plan will be monitored by the Building Leadership Team. |
| **4.b -** Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)] |
| Our students are not served at disproportionate rated by ineffective, out-of-field, or inexperienced teachers. Fair Oaks staff has highly qualified staff and any teacher not highly qualified will be placed on a monitoring plan that lists the specific areas of certification that are missing. Due dates for completing the requirements will be listed and both the teacher and administrator must agree to the timeline for the teacher to become highly qualified. The administrator will monitor the progress of the teacher at three different times throughout the year to ensure compliance.  All teachers are evaluated using the TKES evaluation system. Teachers are continually provided professional learning opportunities to improve their effectiveness. |

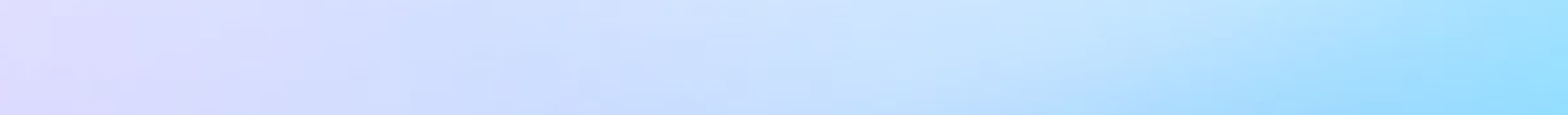
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| **4.c -** Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)] |
| Fair Oaks implements a school-wide Title 1 plan; consequently, services and support are integrated throughout the school. The school uses professional learning communities and response to intervention to ensure effective teaching strategies. Furthermore, the workshop model maximizes the instructional time for content mastery. The student-teacher ratio supports self-contained and reduced class early intervention programs and supports. Technology for reading, writing and mathematics is used to solidify logic and vocabulary development across content areas. A large percentage of the students are learning the English language, and technology supports a tiered approach to learning based on students' individual readiness levels. Tailored instruction is used to support learning of content vocabulary, oral reading, reading tempo/pace, and phonemic awareness to support advanced learning topics. For any student that is living in a neglected and delinquent facility, our school counselor would partner with our local Title I office to provide academic and social environmental support. |

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| **4.d -** If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academicbased performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.  [Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)] |
| Fair Oaks implements a school-wide plan and is not a Title 1 targeted assistance school. |

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| **4.e -** If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.  [Sec. 1114(b)(7)(V)] |
| The following are out plans for assisting preschool children in the transition from early childhood program.  Kindergarten pre-registration includes a brochure for each parent and a take home learning packet with activities to help preschoolers and parents work together to have skills necessary for success in Kindergarten.  Rising 6th grade students participate in several transitioning opportunities in the spring of each year including a middle school shadow day, interviews with students, and a presentation from the middle school principal and counselors. |

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| **4.f -** If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:   * Coordination with institutions of higher education, employers and local partners; and * Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.   [Se. 1114(b)(7)(II)] |
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| **4.g -** Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)] |
| Fair Oaks uses the Leader-in-Me program to support a positive culture. The leader in me ensure everyone has a common language which ensure everyone is support a positive climate and culture. The Leader-in-Me aligns with the state academic standards based: Speaking-Listening, Critical Thinking, and Problem Solving. Fair Oaks has worked diligently to become a Lighthouse school which is an international recognition for school-wide program implementation.  Th administrative team and school counselors review discipline data monthly to identify and address trends. When trends are identified, positive supports are put into place to rectify the situation. The administrative team also hosts proactive discipline meetings with ensuring consistent communication at home/school. For students who need additional support for behavior regulation, detailed behavior plans and weekly conferences are held with the student to provide a positive approach to negative behaviors. For students with disabilities, the IEP team reviews behavior data objectives and creates a behavior intervention plan to ensure all school personnel are consistent with discipline and infractions. |

**ADDITIONAL RESPONSES**



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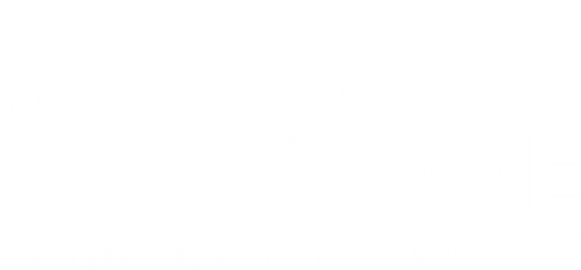
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Use the space below to provide additional narrative regarding the school’s improvement plan (*optional*).