

**Goal 1: For 2017-18 school year, improve the CCRPI school climate score from 87.654 to 90.000.**

**Coherent Instructional Practice Structure(s)**

- Planning for quality instruction; Delivering quality instruction; Monitoring student progress; Refining the instructional system*

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1. Increase student awareness and interest in survey questions/process in the annual School Climate Survey for section A: School Climate.	none	a. create a short formative assessment called AMS school climate on Google Forms for students that is made up of questions similar to questions on survey at beginning of each nine week period. b. discuss data in grade level meetings from previous assessment taken from nine week period (look at specific questions that continue to be a "disagree" category).	Teachers, Team Leaders, Administrators
	2. Consistency in planning and delivery of instructional awareness within the AMS school climate survey school among each grade level		a. August - May b. ensure communication with each person on the grade level is. Keep a log of when instructional awareness is planned and the method of delivery.	Teachers, Team Leaders, Administrators
	3. Increase the average survey score regarding School Climate Survey from 73.650 to 83.033 as reported on the 2016 CCRPI.		a. August - May b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners
			Accommodations such as providing ESOL support from ESOL teachers
	Migrant	Race/Ethnicity/Minority	Students with Disabilities
			Accommodations such as read aloud

**Effective Leadership Practice Structure(s)**

- Creating and maintaining a climate and culture conducive to learning; Cultivating and distributing leadership; Ensuring high quality instruction in all classrooms; Managing the school and its resources; Driving improvement efforts*

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1. Create a positive feeling of community within the classroom to increase student willingness to discuss/ask questions regardless of academic ability	none	a. Walk-in observations	teachers, administrators
			b. continual teacher-student discussion in class about expectations for classroom community	
			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

**Professional Capacity Structure(s)**

- Attracting Staff; Developing Staff; Retaining Staff; Ensuring Staff Collaboration*

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
		none	a. discuss data in grade level meetings from previous assessment taken from nine week period (look at specific questions that continue to be a "disagree" category)	teachers, administrators
			b.	

	1. Incorporate within the 7 Mindsets lessons using the character education words taken from student climate surveys and do it consistently		a. b.		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>		
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>		
<b>Family and Community Engagement Structure(s)</b>		<ul style="list-style-type: none"> <li>Welcoming all families in the community; Communicating effectively with families in the the community, supporting student success, empowering families, sharing leadership with families and the community, and collaborating with families within the community</li> </ul>			
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>		<b>Funding</b>	<b>a. Timeline for Implementation</b> <b>b. Method for Monitoring</b>	<b>Role Responsible</b>
	1. Increase parent participation (10-15%) by providing opportunities at school events for parents to take Georgia Parent survey.			a. Survey report on parent participation numbers at the beginning of each 9 weeks b. Send out Reminders about completing surveys and monitor the number of surveys taken each 9 weeks. Looking at the goal and dividing among the year with a certain number in mind.	Mr. Sullivan /administration
				a. b.	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>		
			Spanish version		
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>		
<b>Supportive Learning Environment Structure(s)</b>		<ul style="list-style-type: none"> <li>Maintaining order and safety; Developing and monitoring a multi-tiered system of supports; Ensuring a student learning community</li> </ul>			
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>		<b>Funding</b>	<b>a. Timeline for Implementation</b> <b>b. Method for Monitoring</b>	<b>Role Responsible</b>
	1. Improve the consistency of the students' response on related questions for each section of the School Climate Survey.		None	a. discuss data in grade level meetings from previous assessment taken from nine week period (look at specific questions that continue to be a "disagree" category)	teachers/team leaders/administrators
	2. Increase the methods of communication from school to parents as it relates to the Georgia Parent Survey..		None	a. August - May b. Parent Contact Logs	Administrators
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>		
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>		

**Goal 2: Increase the school-wide weighted proficiency score by a minimum of 5% in ELA (from 60.6).**

<b>Coherent Instructional Practice Structure(s)</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>		<b>Role Responsible</b>
			<b>b. Method for Monitoring</b>		
	1. Reduce class sizes in 7th grade ELA to allow for more constructed responses and teacher feedback. 2. Increase exposure to more rigorous/DOK 4 material and questions such as extended response on a regular basis. (WAC and academic vocabulary) 3. Math and ELA support classes to provide targeted instructional assistance to identified students and lowest quartile.	Title I Funded	a. August - May		Title 1 Admin
			b. Class size reduction worksheet		
		Title 1, Dept.	a. August - May	b. USA Test Prep - schoolwide, IXL for math and ELA, SLDS Outstanding Mastery Guides	
		Title 1	a. August- May	Title 1 Admin, classroom teachers	
			b. criterion selection		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>		
	tutoring, instructional support classes	tutoring, instructional support classes	tutoring, instructional support classes, grant funded parapro, Lunch and Learn		
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>		
	tutoring, instructional support classes	tutoring, instructional support classes	learning strategies classes, tutoring, instructional support classes, Lunch and Learn		
<b>Effective Leadership Practice Structure(s)</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>		<b>Role Responsible</b>
			<b>b. Method for Monitoring</b>		
	1. Increased opportunities for collegial observations and feedback. 2. Increase data usage for instructional planning.	n/a	a. August- May		admin, classroom teacher
			b. Take Away google form		
		n/a	a. August-May	admin, classroom teachers	
			b. assessments		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>		
	data driven instruction, differentiation	data driven instruction, differentiation	data driven instruction, differentiation		
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>		
	data driven instruction, differentiated instruction	data driven instruction, differentiation	data driven instruction, differentiated instruction		
<b>Professional Capacity Structure(s)</b>					
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>		<b>Role Responsible</b>
			<b>b. Method for Monitoring</b>		
	1. Professional development in the area of data use to drive instruction and effective differentiation. 2. Vertical and grade level alignment of curriculum	Title 1	a. August-May		classroom teacher, admin
			b. meeting minutes, teacher feedback, EOG results		
		Title 1	a. August - May	classroom teacher, admin	
			b. assessments, TKES		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>		
	tutoring, reduced class sizes, support classes	tutoring, reduced class sizes, support classes.	tutoring, reduced class sizes, support classes		
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>		
	tutoring, reduced class sizes, support classes	tutoring, reduced class sizes, support	tutoring, reduced class sizes, support classes		

		classes		
<b>Family and Community Engagement Structure(s)</b>				
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>	<b>Role Responsible</b>
			<b>b. Method for Monitoring</b>	
	1. Parent volunteers for mentoring and instructional assistance.	n/a	a. August-May	admin, classroom teachers, volunteers
			b. data collection	
2. Parent input meetings and training workshops	Title 1	a. August - May	admin, parents	
		b. sign in sheets		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>	
	instructional assistance	instructional assistance	Instructional assistance	
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>	
	Instructional assistance	Instructional assistance	Instructional assistance	
<b>Supportive Learning Environment Structure(s)</b>				
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>	<b>Role Responsible</b>
			<b>b. Method for Monitoring</b>	
	1. Cohort 3 for PBIS	district	a. August - May	PBIS team
			b. SWIS	
2. Data driven differentiation	n/a	a. August - May	classroom teacher	
		b. flex grouping assignments		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>	
	differentiated instruction, flexible groups	differentiated instruction, flexible groups	differentiated instruction, flexible groups	
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>	
	differentiated instruction, flexible groups	differentiated instruction, flexible groups	differentiated instruction, flexible groups	

<b>Goal 3: Increase school-wide weighted proficiency score by a minimum of 5% in Math (from 68.2).</b>				
<b>Coherent Instructional Practice Structure(s)</b>				
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>	<b>Role Responsible</b>
			<b>b. Method for Monitoring</b>	
	Increase exposure to more rigorous/DOK 4 material and questions such as constructed and extended response on a regular basis. (WAC and academic vocabulary)	Title 1, Dept.	a. August - May	Classroom Teachers
			b. USA Test Prep - schoolwide, IXL for math and ELA, SLDS Outstanding Mastery Guides	
3. Math support classes to provide targeted instructional assistance to identified students and lowest quartile.	Title 1	a. August- May	Title 1 Admin, classroom teachers	
		b. criterion selection		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>	
	tutoring, instructional support classes	tutoring, instructional support classes	tutoring, instructional support classes, grant funded parapro, Lunch and Learn	
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>	
	tutoring, instructional support classes	tutoring, instructional support classes	learning strategies classes, tutoring, instructional support classes,	

			Lunch and Learn	
<b>Effective Leadership Practice Structure(s)</b>				
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	a. Timeline for Implementation	<b>Role Responsible</b>
			b. Method for Monitoring	
	1. Increased opportunities for collegial observations and feedback.	n/a	a. August- May	admin, classroom teacher
			b. Take Away google form	
2. Increase data usage for instructional planning.	n/a	a. August-May	admin, classroom teachers	
		b. assessments		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>	
	data driven instruction, differentiation	data driven instruction, differentiation	data driven instruction, differentiation	
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>	
	data driven instruction, differentiated instruction	data driven instruction, differentiation	data driven instruction, differentiated instruction	
<b>Professional Capacity Structure(s)</b>				
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	a. Timeline for Implementation	<b>Role Responsible</b>
			b. Method for Monitoring	
	1. Professional development in the area of data use to drive instruction and effective differentiation.	Title 1	a. August-May	classroom teacher, admin
			b. meeting minutes, teacher feedback, EOG results	
2. Vertical and grade level alignment of curriculum	Title 1	a. August - May	classroom teacher, admin	
		b. assessments, TKES		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>	
	tutoring, reduced class sizes, support classes	tutoring, reduced class sizes, support classes.	tutoring, reduced class sizes, support classes	
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>	
	tutoring, reduced class sizes, support classes	tutoring, reduced class sizes, support classes	tutoring, reduced class sizes, support classes	
<b>Family and Community Engagement Structure(s)</b>				
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	a. Timeline for Implementation	<b>Role Responsible</b>
			b. Method for Monitoring	
	1. Parent volunteers for mentoring and instructional assistance.	n/a	a. August-May	admin, classroom teachers, volunteers
			b. data collection	
2. Parent input meetings and training workshops	Title 1	a. August - May	admin, parents	
		b. sign in sheets		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>	
	instructional assistance	instructional assistance	Instructional assistance	
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>	

	Instructional assistance	Instructional assistance	Instructional assistance	
<b>Supportive Learning Environment Structure(s)</b>				
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>	<b>Role Responsible</b>
			<b>b. Method for Monitoring</b>	
	1. Cohort 3 for PBIS	district	a. August - May b. SWIS	PBIS team
	2. Data driven differentiation	n/a	a. August - May b. flex grouping assignments	classroom teacher
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>	
	differentiated instruction, flexible groups	differentiated instruction, flexible groups	differentiated instruction, flexible groups	
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>	
	differentiated instruction, flexible groups	differentiated instruction, flexible groups	differentiated instruction, flexible groups	

**Goal 4:** By the end of the school year, three percent of our SWD sixth grade students in the lower quartile with an average Lexile of 705 will increase their Lexile score to a 925 which will place them within the stretch band 925-1070. (The same goal will be determined for 7th and 8th grade once data has been received from Milestones.)

<b>Coherent Instructional Practice Structure(s)</b>		<b>Delivering Quality Instruction</b>		
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>	<b>Role Responsible</b>
			<b>b. Method for Monitoring</b>	
	1. Using Read Naturally to determine specific areas of weakness.	NONE	a. In the first week of student enrollment a pretest will be given.	Special Education Teachers
	2. SWD will be pulled out the last thirty minutes of ELA class at least three times per week to work on reading remediation.		b. Analyze the pretest.	
3. The regular education teacher and special education teacher will be working with SWD students collaboratively during the ELA class with instructional scaffolding in place.				

			a. Nine Week Increments	Special Education Teachers		
			b. Weekly probes via Read Naturally	Regular Education and Special Education Teachers		
			a. Continuous throughout the year	Regular Education and Special Education Teachers		
			b. Lesson plans and grade comments showing the specific accommodation used to assess the progress	Regular Education and Special Education Teachers		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>			
	Provide necessary resources i.e. paper copies of reading materials as well school supplies.	Provide necessary resources i.e. paper copies of reading materials as well school supplies.	Utilize their language dictionaries and coordinate with EL connection teacher.			
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>			
	Utilize alternate times such as homeroom and ELT to provide additional instruction for remediation and review.	Use supplemental materials to reinforce interests and address social and cultural differences.	Utilize the Natural Reader program to analyze students specific skill level deficits.			
<b>Effective Leadership Practice Structure(s)</b>		Creating and Maintaining a School Climate and Culture Conducive to Learning				
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>	<b>Role Responsible</b>		
			<b>b. Method for Monitoring</b>			
			1. To introduce/review the Seven Mindsets and Behavioral Expectations for the class.	NONE	a. First week of school, during the first 15 minutes of class, teachers will teach/review the Seven Mindsets.	Special Education and Regular Education Teachers
			2. Utilize role play and modeling to practice the classroom expectation.		a. Second week of school and as needed b. Observations and participations in the activities by students	Who? Special Education and Regular Education Teachers
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>			
	Focus on embracing our socioeconomic differences through scenario selection.	Focus on embracing our socioeconomic differences through scenario selection.	Focus on embracing our cultural differences through scenario selection.			
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>			
	Focus on embracing our cultural differences through scenario selection.	Focus on embracing our cultural differences through scenario selection.	Focus on embracing our abilities through scenario selection.			
<b>Professional Capacity Structure(s)</b>		Ensuring Staff Collaboration				
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>	<b>Role Responsible</b>		
			<b>b. Method for Monitoring</b>			
			1. Team collaborative planning to ensure reading strategies are used across curriculum	NONE	a. Weekly meetings b. Meetings agendas/notes	Sped and Gen Ed
			2. Special Education teacher will inform the other academic teachers of the strategies in progress		a. Weekly meetings b. Meetings agendas/notes	Sped and Gen Ed
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>			
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>			

Family and Community Engagement Structure(s)		Communicating Effectively with Families and the Community					
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b> 1. Send out a newsletter to inform families about the Read Naturally program. 2. Send supplemental materials for additional practice.	<b>Funding</b> NONE	<b>a. Timeline for Implementation</b>		<b>Role Responsible</b> Gen Ed and SPED Teachers		
			<b>b. Method for Monitoring</b>				
				<b>Funding</b> NONE	<b>a. Timeline for Implementation</b>		<b>Role Responsible</b> SPED Teachers
					<b>b. Method for Monitoring</b>		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>		<b>English Learners</b>		
	<b>Migrant</b>		<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>		
Supportive Learning Environment Structure(s)		Ensuring a Student Learning Community					
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b> 1. Review Coat of Arms and Matrix 2. Use cooperative learning groups	<b>Funding</b> NONE	<b>a. Timeline for Implementation</b>		<b>Role Responsible</b> Gen Ed and SPED Teachers		
			<b>b. Method for Monitoring</b>				
				<b>Funding</b> NONE	<b>a. Timeline for Implementation</b>		<b>Role Responsible</b> Gen Ed and SPED Teachers
					<b>b. Method for Monitoring</b>		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>		<b>English Learners</b>		
	<b>Migrant</b>		<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>		

Goal 5: During the 2017-2018 school year, increase student reading achievement by 10% from average baseline by grade level as measured by EOG lexile.							
Coherent Instructional Practice Structure(s)							
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b> 1. Improve Lexile scores and writing scores 2. Implement county and utilize state pacing guides 3. Administer common assessments	<b>Funding</b> County	<b>a. Timeline for Implementation</b>		<b>Role Responsible</b> teachers, media specialist, admin		
			<b>b. Method for Monitoring</b>				
				<b>Funding</b> none	<b>a. Timeline for Implementation</b>		<b>Role Responsible</b> teachers, admin
					<b>b. Method for Monitoring</b>		
				<b>Funding</b> none	<b>a. Timeline for Implementation</b>		<b>Role Responsible</b> teachers, admin
					<b>b. Method for Monitoring</b>		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>		<b>English Learners</b>		
	*STAR		*STAR		*STAR		

	*Paper Rater *SERP	*Paper Rater *SERP	*Paper Rater *SERP
	<i>Migrant</i>	<i>Race/Ethnicity/Minority</i>	<i>Students with Disabilities</i>
	*STAR *Paper Rater *SERP	*STAR *Paper Rater *SERP	*STAR *Paper Rater *SERP

**Effective Leadership Practice Structure(s)**

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1. Professional learning through department meetings	none	a. Monthly	teachers and admin
			b. Dissecting and analyzing school-wide data by department	
	2. County-wide inservice participation	County	a. Monthly	teachers and admin
			b. Sending teachers to professional learning and having those teachers re-deliver the information	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	<i>Economically Disadvantaged</i>	<i>Foster and Homeless</i>	<i>English Learners</i>
	Monthly Data analysis	Monthly data analysis	Monthly data analysis
	<i>Migrant</i>	<i>Race/Ethnicity/Minority</i>	<i>Students with Disabilities</i>
	Monthly data analysis	Monthly data analysis	Monthly data analysis

**Professional Capacity Structure(s)**

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1. STAR training	county	a.TBD (county)	
			b.Documentation of implementation of STAR	
	2.Data collaboration	none	a.Monthly	
			b.Planning collaboration	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	<i>Economically Disadvantaged</i>	<i>Foster and Homeless</i>	<i>English Learners</i>
	Identify students based on data	Identify students based on data	Identify students based on data
	<i>Migrant</i>	<i>Race/Ethnicity/Minority</i>	<i>Students with Disabilities</i>
	Identify students based on data	Identify students based on data	Identify students based on data

**Family and Community Engagement Structure(s)**

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1.Reading/Writing parent workshops	none	a.one per semester	ELA dept./teachers
			b.Sign in sheet	
			a.	
			b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	<i>Economically Disadvantaged</i>	<i>Foster and Homeless</i>	<i>English Learners</i>
	<i>Migrant</i>	<i>Race/Ethnicity/Minority</i>	<i>Students with Disabilities</i>

**Supportive Learning Environment Structure(s)**

Evidence-based Action Steps: Describe the	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1.SST	None	a.Monthly	Teacher/Admin

evidence-based action steps to be taken to achieve the goal.	2.504/IEP		b.Read Theory	
			a.Monthly	Teacher/Admin
			b.Read Theory	
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?		<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learner</b>
		SST/IEP plan	<b>Economically Disadvantaged</b>	<b>Economically Disadvantaged</b>
		<b>Migrant</b>	SST/IEP plan	SST/IEP plan
		<b>Economically Disadvantaged</b>	<b>Economically Disadvantaged</b>	<b>Economically Disadvantaged</b>
		SST/IEP plan	SST/IEP plan	SST/IEP plan