

Goal: By the end of the year, 60% of 1st-5th grade students will demonstrate growth by a minimum of 50 Lexile points.

| Coherent Instructional Practice Structure(s) | | CIS-1: Planning for Quality Instruction | | | | |
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| 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 | | | |
| | Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | 1. Analyzing student data to create effective learning groups. | | a. Ongoing 2017- 2018 School Year | | All staff and Admin. |
| | | | | b. Monthly grade level meetings | | |
| 2. Using analyzed data to drive and change instruction | | | a. Ongoing 2017-2018 School Year | | All staff and Admin. | |
| | | | b. Observe, document and give feedback | | | |
| 3. | | a. | | | | |
| | | | b. | | | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | Economically Disadvantaged | Foster and Homeless | English Learners | | | |
| | Collaborative instructional planning with EIP and General Ed. teachers. | Collaborative planning with EIP and SPED for flexible grouping during Skills Time. | Collaborative planning with EIP and SPED for flexible grouping during Skills Time. | | | |
| | Migrant | Race/Ethnicity/Minority | Students with Disabilities | | | |
| | Collaborative planning with EIP and SPED for flexible grouping during Skills Time. | Collaborative planning with EIP and SPED for flexible grouping during Skills Time. | Collaborative instructional planning with EIP and General Ed. teachers. | | | |
| Effective Leadership Practice Structure(s) | | EL-5: 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. Leadership will increase observations, document, and provide feedback. | N/A | a. Ongoing through 2017 - 2018 | | Principal/AP | |
| | | | b. Walkthroughs/Observations TKES | | | |
| 2. Current data will be presented at monthly grade level meetings, with trends linked to new instructional strategies. | N/A | a. Ongoing 2017-2018 school year. | | All certified staff and Admin. | | |
| | | b. Monthly grade level data meetings agenda and minutes. | | | | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | Economically Disadvantaged | Foster and Homeless | English Learners | | | |
| | Supplemental, non-fiction books will be given to students for their home libraries. | Supplemental, non-fiction books will be given to students for their home libraries. | Supplemental, non-fiction books will be given to students for their home libraries. | | | |
| | Migrant | Race/Ethnicity/Minority | Students with Disabilities | | | |
| | Supplemental, non-fiction books will be given to students for their home libraries. | Supplemental, non-fiction books will be given to students for their home libraries. | Supplemental, non-fiction books will be given to students for their home libraries. | | | |
| Professional Capacity Structure(s) | | PC-4: 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 | | | |
| | 1. Admin. will provide professional development to instruction teachers on how to access/analyze student data. | N/A | a. Ongoing 2017- 2018 School Year | | Admin/GaD OE reps./teachers | |
| | | | b. Monthly faculty/data meetings with agendas and minutes. | | | |
| 2. Teachers will provide data, student work, and documentation to discuss trends at monthly meetings. | | | | | | |
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| 3. Admin. and teachers will analyze student data and make changes to instructional practices. | | | | | | |

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| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | Economically Disadvantaged | Foster and Homeless | English Learners | | |
| | Teachers will work with our students in small, flexible groups, to help them learn to set growth goals for their Lexile scores. | Teachers will work with our students in small, flexible groups, to help them learn to set growth goals for their Lexile scores. | Teachers will work with our students in small, flexible groups, to help them learn to set growth goals for their Lexile scores. | | |
| | Migrant | Race/Ethnicity/Minority | Students with Disabilities | | |
| | Teachers will work with our students in small, flexible groups, to help them learn to set growth goals for their Lexile scores. | Teachers will work with our students in small, flexible groups, to help them learn to set growth goals for their Lexile scores. | Teachers will work with our students in small, flexible groups, to help them learn to set growth goals for their Lexile scores. | | |
| Family and Community Engagement Structure(s) | | FCE-2: Communicating Effectively with all Families and the Community. | | | |
| 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. Implement use of Renaissance Home Connect to keep families informed of student progress. 2. Host family Reading Nights for students to earn/trade books. 3. Provide parents online "Reading Strategies" videos via our school web page. | | a. Ongoing 2017- 2018 School Year | | All Homeroom Staff |
| | | | b. Admin. will view through Renaissance software | | |
| | | a. Two times a year. | | All Staff and Admin. | |
| | | b. Checklist for completion of requirements and documentation of required Lexile growth | | | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | Economically Disadvantaged | Foster and Homeless | English Learners | | |
| | EIP sponsored training focused on "Building Better Readers". | Whole-school training focused on "Building Better Readers". | Whole-school training focused on "Building Better Readers". | | |
| | Migrant | Race/Ethnicity/Minority | Students with Disabilities | | |
| | Whole-school training focused on "Building Better Readers". | Whole-school training focused on "Building Better Readers". | SPED sponsored training on "Building Better Readers". | | |
| Supportive Learning Environment Structure(s) | | SLE-2: Developing and Monitoring a System of Supports. | | | |
| 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. Teachers continuously meet with students to set goals and monitor progress for Lexile growth. 2. Recognizing students making progress and meeting Lexile growth measures. | N/A | a. Ongoing 2017-2018 School Year. | | All staff |
| | | | b. Teachers meet weekly with students. | | |
| | School and/or Title 1 funds | a. In classrooms, monitor weekly. Schoolwide, monitor monthly. | | All staff and Admin. | |
| | | b. Teachers and Admin. pull Lexile reports to monitor mastery of weekly/monthly goals. | | | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | Economically Disadvantaged | Foster and Homeless | English Learners | | |
| | Teachers will help students to learn about their Lexile score and to find reading material within their Lexile band. | Teachers will help students to learn about their Lexile score and to find reading material within their Lexile band. | Teachers will help students to learn about their Lexile score and to find reading material within their Lexile band. | | |
| | Migrant | Race/Ethnicity/Minority | Students with Disabilities | | |
| | Teachers will help students to learn about their Lexile score and to find reading material within their Lexile band. | Teachers will help students to learn about their Lexile score and to find reading material within their Lexile band. | Teachers will help students to learn about their Lexile score and to find reading material within their Lexile band. | | |

Goal: By the end of the 2017-2018 school year, there will be an 8% (17 students) of 3rd-5th grade students scoring at the Proficient and Distinguished Levels in Math on the GMAS.

| Coherent Instructional Practice Structure(s) | | CIS-1: Planning for Quality Instruction | | | | | |
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| 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. Hold quarterly department meetings with each other and Central Office Content Specialists. 2. Teachers will regularly analyze student work and present this information through grade level and data meetings. 3. | Title 1 Funds | a. Year long | b. Agendas, minutes, sign in, and observations | All staff and Admin. |
| | | | | N/A/ | a. Year Long | b. Agendas, minutes, sign-in sheets, and observations | All staff and Admin. |
| | a. | | | | | | |
| | b. | | | | | | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | Economically Disadvantaged | Foster and Homeless | English Learners | | | | |
| | Math teachers, grades 3rd-5th, will have vertical planning days to learn to support the standards of each grade and better prepare instruction for their students. | Math teachers, grades 3rd-5th, will have vertical planning days to learn to support the standards of each grade and better prepare instruction for their students. | Math teachers, grades 3rd-5th, will have vertical planning days to learn to support the standards of each grade and better prepare instruction for their students. | | | | |
| | Migrant | Race/Ethnicity/Minority | Students with Disabilities | | | | |
| | Math teachers, grades 3rd-5th, will have vertical planning days to learn to support the standards of each grade and better prepare instruction for their students. | Math teachers, grades 3rd-5th, will have vertical planning days to learn to support the standards of each grade and better prepare instruction for their students. | Math teachers, grades 3rd-5th, will have vertical planning days to learn to support the standards of each grade and better prepare instruction for their students. | | | | |
| Effective Leadership Practice Structure(s) | | E-3: Ensuring High Quality Instruction in all Classrooms | | | | | |
| 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. Admin will add non-TKES observations to schedule to provide immediate feedback re: instruction/strategies 2. Staff will conduct book study on "Understanding Poverty", by Ruby Payne. | N/A | a. Year long | b. Observation notes and feedback notes. | Admin. |
| | | | | Title 1 | a. Year long | b. Group discussion; individual teacher conferences; staff feedback | Admin. and all staff. |
| | Economically Disadvantaged | | | Foster and Homeless | English Learners | | |
| | During non-TKES observations, administrators will give immediate and effective feedback to the teachers of Math, in grades 3rd-5th on instructional strategies and student engagement. | | | During non-TKES observations, administrators will give immediate and effective feedback to the teachers of Math, in grades 3rd-5th on instructional strategies and student engagement. | During non-TKES observations, administrators will give immediate and effective feedback to the teachers of Math, in grades 3rd-5th on instructional strategies and student engagement. | | |
| | Migrant | Race/Ethnicity/Minority | Students with Disabilities | | | | |
| | During non-TKES observations, administrators will give immediate and effective feedback to the teachers of Math, in grades 3rd-5th on instructional strategies and student engagement. | During non-TKES observations, administrators will give immediate and effective feedback to the teachers of Math, in grades 3rd-5th on instructional strategies and student engagement. | During non-TKES observations, administrators will give immediate and effective feedback to the teachers of Math, in grades 3rd-5th on instructional strategies and student engagement. | | | | |
| Professional Capacity Structure(s) | | PC-4: | | | | | |
| Evidence-based Action Steps: Describe the evidence-based action | Action Steps | Funding | a. Timeline for Implementation | | Role Responsible | | |
| | | | b. Method for Monitoring | | | | |
| | | | 1. Constant collaboration among teachers will produce consistent grading and achievement | N/A | a. Year long | b. Grade level meetings, minutes, agendas | All staff and Admin. |

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| steps to be taken to achieve the goal. | expectations. | | | | |
| | 2.Classroom content and instruction will be driven by CCSS curriculum maps and GA Standards of Excellence. | N/A | a.Year long. | All staff and Admin. | |
| | 3.Performance expectations will be clearly and consistently communicated to students. | N/A | a.Year long. b.Student data, student growth, feedback from students. | All staff and Admin. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | Economically Disadvantaged | Foster and Homeless | | English Learners | |
| | Math content-area teachers, grades 3rd-5h, will have collaborative planning days with CCSS instructional specialist to meet the needs of struggling learners. | Math content-area teachers, grades 3rd-5h, will have collaborative planning days with CCSS instructional specialist to meet the needs of struggling learners. | | Math content-area teachers, grades 3rd-5h, will have collaborative planning days with CCSS instructional specialist to meet the needs of struggling learners. | |
| | Migrant | Race/Ethnicity/Minority | | Students with Disabilities | |
| | Math content-area teachers, grades 3rd-5h, will have collaborative planning days with CCSS instructional specialist to meet the needs of struggling learners. | Math content-area teachers, grades 3rd-5h, will have collaborative planning days with CCSS instructional specialist to meet the needs of struggling learners. | | Math content-area teachers, grades 3rd-5h, will have collaborative planning days with CCSS instructional specialist to meet the needs of struggling learners. | |
| Family and Community Engagement Structure(s) | | FCE-2: Communicating Effectively with all Families and the Community | | | |
| 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 | | |
| | | Title 1 | a.Year Long | Teachers and Admin. | |
| | | N/A | b.Training agenda, minutes and sign-in. | Admin | |
| N/A | a.Year Long | Teacher and Admin. | | | |
| N/A | b. Parent Survey | Admin. | | | |
| N/A | a.Year long | Teacher and Admin. | | | |
| N/A | b. Number of view via Facebook page. | Admin. | | | |
| N/A | a.Year Long | All teachers.. | | | |
| N/A | b.Communication log. | All teachers.. | | | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | Economically Disadvantaged | Foster and Homeless | | English Learners | |
| | Students will be instructed in math concepts, using manipulatives, hands-on processed, problem solving, and written processes. Remediation and Enrichment will be offered during daily Skills Time. | Students will be instructed in math concepts, using manipulatives, hands-on processed, problem solving, and written processes. | | Students will be instructed in math concepts, using manipulatives, hands-on processed, problem solving, and written processes. | |
| | Migrant | Race/Ethnicity/Minority | | Students with Disabilities | |
| | Students will be instructed in math concepts, using manipulatives, hands-on processed, problem solving, and written processes. | Students will be instructed in math concepts, using manipulatives, hands-on processed, problem solving, and written processes. Remediation and Enrichment will be offered during daily Skills Time. | | Students will be instructed in math concepts, using manipulatives, hands-on processed, problem solving, and written processes. Remediation and Enrichment will be offered during daily Skills Time. | |
| Supportive Learning Environment Structure(s) | | SLE-2: Developing and Monitoring a System of Supports. | | | |
| 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 | | |
| | | N/A | a.Year long | All staff | |
| | | N/A | b.Goal charts in room and hallways | All staff and Admin. | |
| N/A | a.Year long | All staff and Admin. | | | |
| N/A | b.Grade level performance charts for Teacher Data Room | Admin. | | | |
| N/A | a.Year long | All staff and Admin. | | | |
| N/A | b.Observation and feedback data | Admin. | | | |

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| | remediation and enrichment. | | | |
| 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> | |
| | Teachers will help students to understand their current performance area, through individual conferencing, and will help guide them in setting Math growth goals. At risk students will be served with specific, small group instruction during Skills Time. | Teachers will help students to understand their current performance area, through individual conferencing, and will help guide them in setting Math growth goals. | Teachers will help students to understand their current performance area, through individual conferencing, and will help guide them in setting Math growth goals. | |
| | <i>Migrant</i> | <i>Race/Ethnicity/Minority</i> | <i>Students with Disabilities</i> | |
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