



A Tradition of Excellence in Academics, Arts and Athletics

Calhoun Elementary School School Improvement Plan 2020-2021

Comprehensive Needs Assessment:

Calhoun Elementary School embrace a process of Continuous Improvement Planning, using the Plan, Do, Check, Act model. Stakeholder groups meet regularly to review and revise system and school improvement plans to address the unique academic needs of students. Vast amounts of data, both quantitative and qualitative are analyzed to formulate the School Improvement Plan. The administrators, teachers, paraprofessionals, parents and community (through School and System Governance Teams) examine Climate Surveys, CCRPI, SLDS, NWEA MAP universal screening data, progress monitoring data, formative and summative data, and other sources. In addition to the above data, sub-group data is also broken down for English Language Learners utilizing ACCESS scores in a learning management system. Data is analyzed by all stakeholders to determine strengths and weaknesses and SMART goals are developed and revised as needed based on stakeholder feedback. An annual review of this plan will be conducted to evaluate effectiveness. The School Improvement Plan is available to all stakeholders on the school website, at annual Title I meeting, Parent Resource Center and upon request.

OVERARCHING NEED #1

Overarching Need	
Improve Literacy	
Root Cause #1	Lack of prior knowledge
Root Cause #2	Limited vocabulary acquisition in the home
Root Cause #3	Lack of pre-reading skills coming into kindergarten
GOAL	80% of students in grades K-5 will achieve a conditional growth of 30% or higher in reading on winter and/or spring MAP.

COHERENT INSTRUCTIONAL SYSTEM

GOAL

80% of students in grades K-5 will achieve a conditional growth of 30% or higher in reading on winter and/or spring MAP.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Strategically design, effectively provide (with teachers, paraprofessionals and interventionist) and closely monitor a daily school-wide Tier 2 intervention time in which students are grouped for instruction based on skills deficit and/or need for acceleration (HIVE).	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Administrators SGT, Teachers, Interventionist Paraprofessionals Staff
		b. MAP benchmarks, AIMS progress monitoring, research-based web-based program reports, Fountas and Pinnell, GKIDS, ELA EOG, TKES, etc.	
2. Strategically design, effectively provide and closely monitor a morning tutorial program targeting low level learners.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Administrators SGT, Teachers Paraprofessionals Support Staff
		b. MAP benchmarks, AIMS progress monitoring, research-based web-based program reports, Fountas and Pinnell, GKIDS, ELA EOG, TKES, etc.	
3. Utilize school and grade level Literacy Leads, as well as, those with Reading Endorsements to support the implementation of research-based programs and practices in all literacy blocks.	Consolidated Fund 150	a. a. August 2020-May 2021	District Leaders Administrators SGT, Teachers Paraprofessionals Support Staff
		b. MAP benchmarks, AIMS progress monitoring, b. Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	
4. Train staff and utilize Orton-Gillingham techniques/strategies during school-wide Tier 2 intervention block.	Consolidated Fund 150	August 2020-May 2021	District Leaders Administrators SGT, Teachers, Interventionists Support Staff
		MAP benchmarks, AIMS progress monitoring, research-based web-based program reports, Fountas and Pinnell, GKIDS, ELA EOG, TKES, etc.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Awareness of students in the subgroup, Marzano’s vocabulary strategies, Capturing Kids Hearts training for teachers and staff, revisiting poverty training with faculty and staff, and mentors for students in the subgroup.		After-school tutorials implemented. Individualized support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.	
English Learners		Migrant	
SIOP training for teachers, Language Academy, differentiated instruction, common planning for ESOL and ELA co-teachers, and utilization of Can-Do Descriptors when planning for instruction.		Tracking migrant reading data.	
Race / Ethnicity / Minority		Students with Disability	
Utilize formative and summative assessments to monitor/adjust instruction and intervene as necessary.		Continue ESS professional development for co-teaching strategies and instructional strategies and best practices.	

EFFECTIVE LEADERSHIP

GOAL 80% of students in grades K-5 will achieve a conditional growth of 30% or higher in reading on winter and/or spring MAP.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Design a master school-wide schedule that maximizes time for literacy instruction and ensures a balanced literacy approach is utilized in each classroom.	Consolidated Fund 150	a. March 2020-May 2021 b. MAP benchmarks, AIMS progress monitoring, research-based web-based program reports, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES	District Leaders Admin, SGT, Teachers, Paras Support Staff
2. Effectively develop a school wide literacy lead and literacy lead teachers at each grade level who will work closely with the administrative team and vertically with colleagues to ensure the highest level of quality instruction in reading.	Consolidated Fund 150	a. August 2020-May 2021 b. Meeting agendas, PD records, MAP, benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, GKIDS, TKES	District Leaders Admin, SGT, Teachers, Paras Support Staff
3. Manage human resource in such a way to provide additional programming options to support student learning (Language Academy).	Consolidated Fund 150	a. April 2020-May 2021 b. Staffing plan needs based assessment, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, GKIDS, TKES	District Leaders Admin, SGT, Teachers, Paras Support Staff
4. Ensure literacy-based programs and advocated research based practices are implemented with fidelity within the balanced literacy program.	Consolidated Fund 150	a. August 2020-May 2021 b. TKES, peer observation, teacher created lesson plans, model classrooms, Literacy Leads feedback, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading/Writing assessments, Open Court Phonics assessments	District Leaders Admin, SGT, Teachers, Paras Support Staff
5. Provide ample common planning time for grade level teachers to collaborate on curriculum, instruction and assessment in English Language Arts.	Consolidated Fund 150	a. August 2020-2021 b. Master instructional schedule, BUZZ agendas/minutes, extended planning agendas/minutes, grade level meeting agendas/minutes, observational records, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
6. Continue to actively participate in a professional learning communities focused on literacy.	Consolidated Fund 150	a. August 2020-May 2021 b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES	District Leaders Admin, SGT, Teachers, Paras Support Staff

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Awareness of students in the subgroup, Marzano’s vocabulary strategies, Capturing Kids Hearts training for faculty, poverty awareness training for teachers, and mentors for students in the subgroup.	After-school tutorials implemented. Individualized support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.
English Learners	Migrant
SIOP training for teachers, Language Academy, differentiated instruction, common planning for ESOL and ELA co-teachers, and utilization of Can-Do Descriptors when planning for instruction.	Tracking migrant reading data.
Race/Ethnicity/Minority	Students with Disability
Utilize formative and summative assessments to monitor/adjust instruction and intervene as necessary.	Monitoring percent of students meeting IEP goals and utilizing formative and summative assessments to monitor and adjust instruction. Interventions will be adjusted as dictated by the IEP team.

PROFESSIONAL CAPACITY

GOAL 80% of students in grades K-5 will achieve a conditional growth of 30% or higher in reading on winter and/or spring MAP.

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. Utilize research-based programs and practices in all literacy blocks.	Consolidated Fund 150	a. August 2020-May 2021 b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
2. Design a master school-wide schedule that maximizes time for literacy instruction and ensures a balanced literacy approach is utilized in each classroom.	Consolidated Fund 150	a. March 2020-May 2021 b. MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, ELA EOG, GKIDS, TKES, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
3. Manage human resource in such a way to provide additional programming options to support student learning (Language Academy).	Consolidated Fund 150	a. August 2020-May 2021 b. Staffing plan needs based assessment, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments, GKIDS, TKES	District Leaders Admin, SGT, Teachers, Paras Support Staff
4. Provide ample common planning time for grade level, ESOL and ESS teachers to collaborate on curriculum, instruction and assessment in English Language Arts.	Consolidated Fund 150	a. August 2020-May 2021 b. TKES, peer observation, teacher created lesson plans, model classrooms, Literacy Lead feedback, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics assessments GKIDS	District Leaders Admin, SGT, Teachers, Paras Support Staff
5. Actively participate in professional development, training, endorsement programs focused on literacy.	Consolidated Fund 150	a. August 2020-May 2021 b. Administrative team meeting agendas, Literacy Lead meeting agendas, BUZZ agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, teacher created lesson plans, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
6. Provide the tools and job embedded professional development needed to enhance student learning using instructional technology.	Consolidated Fund 150	a. August 2020-May 2021 b TKES, peer observation, teacher created lesson plans, model classrooms, Literacy and Technology Lead feedback, MAP benchmarks, AIMS progress monitoring, Fountas and Pinnell, Lucy Calkins Reading and Writing assessments, Open Court Phonics, GKIDS	District Leaders Admin, SGT, Teachers, Paras Support Staff

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Awareness of students in the subgroup, Marzano’s vocabulary strategies, Capturing Kid’s Hearts training for faculty and staff, poverty awareness training for teachers, and mentors for students in the subgroup.	After-school tutorials implemented. Additional support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.
English Learners	Migrant
SIOP training for teachers, Language Academy, differentiated instruction, common planning for ESOL and ELA co-teachers, and utilization of Can-Do Descriptors when planning for instruction.	Tracking migrant reading data.
Race / Ethnicity / Minority	Students with Disability
Utilize formative and summative assessments to monitor/adjust instruction and intervene as necessary.	Continue ESS professional development for co-teaching strategies and instructional strategies and best practices. Monitor percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be adjust as dictated by the IEP team.

**FAMILY and COMMUNITY
ENGAGEMENT**

GOAL 80% of students in grades K-5 will achieve a conditional growth of 30% or higher in reading on winter and/or spring MAP.

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. Conduct school led parent workshops that promote literacy in the home environment.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. Workshop sign-in sheets, training agendas, Jacket University schedule, etc.	
2. Provide books and reading activities to promote literacy at home.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. AIMS progress monitoring, GKIDS, Fountas and Pinnell, etc.	
3. Partner with PIE, Huddle House, to recognize authors and display student writing in the business throughout the school year.	PIE Funded	a. August 2020-May 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. Student selection documentation, Lucy Calkins assessment system, etc.	
4. Fully utilize CPES Governance Team members in the school improvement process.	N/A	a. August 2020-May 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. SGT meeting agendas/minutes, SIP, Summer retreat agenda/minutes, etc.	
5. Provide a Parent Resource Center equipped with information and learning materials for home use.	Consolidated Fund 150	a. June 2020-August 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. Checkout records, AIMS progress monitoring, GKIDS, Fountas and Pinnell, etc.	
6. Conduct parent conferences minimally two times a school year to discuss academic progress and necessary supports necessary for school success.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. Conference forms, school calendar early release, etc.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Resource Fair, summer feeding program, grief camp, after school tutorials for homeless, Social Worker support, connection to supplemental services, etc.	Resource Fair, summer feeding program, grief camp, after school tutorials for homeless, Social Worker support, connection to supplemental services, etc.
English Learners	Migrant
Translation and interpreting services.	Utilize FICs and Social Worker to personally connect with migrant families to provide needed support.
Race / Ethnicity / Minority	Students with Disability
Resource Fair, summer feeding program, grief camp, after school tutorials for homeless, Social Worker support, connection to supplemental services, etc.	Resource Fair, summer feeding program, grief camp, after school tutorials for homeless, Social Worker support, connection to supplemental services, etc.

**SUPPORTIVE LEARNING
ENVIRONMENT**

GOAL 80% of students in grades K-5 will achieve a conditional growth of 30% or higher in reading on winter and/or spring MAP.

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. Utilize kindergarten paraprofessionals daily in first grade literacy block to provided targeted support based on needs assessment.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. AIMS, MAP, Observations	
2. Continue full implementation of Lucy Calkins reading and writing, Open Court Phonics programs	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. Formative and summative assessments, Milestones, MAP	
3. Continue to implement a balanced literacy approach for instruction in all classrooms with support of school Literacy Lead and instructional materials to supplement literacy instruction	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. Teacher created lesson plans, classroom observations, AIMS, Fountas and Pinnell, MAP	
4. Continue support for all faculty members on Capturing Kids Hearts and implement strategies learned.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. TKES observational records, student surveys, etc.	
5. Utilize student advisory group to support the instructional process in reading and increase student engagement.	Consolidated Fund 150	a. August 2020- May 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. SAG agendas/minutes, student survey data, etc.	
6. Recognize and celebrate the literacy-based achievements and accomplishments of students (AR, academic growth, Huddle House writing, YGA, etc.).	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Admin, SGT, Teachers, Paras Support Staff
		b. AR records, student goal tracking documentation, portfolios, standards based report cards/checklists, newspaper/website recognition, etc.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Resource fair, Mobile Learning Lab, etc.	Social Worker support and connection to supplemental services.
English Learners	Migrant
Utilizing SIOP model in Language Academy setting and Page to Stage program.	Utilize FICs and Social Worker to personally connect with migrant families to provide needed support.
Race / Ethnicity / Minority	Students with Disability
Balanced staffing plan, diversified Student Advisory Council, Resource Fair, summer feeding program, etc.	Supplemental educational programs

OVERARCHING NEED #2

Overarching Need	
Improve students' number sense and math reasoning skills.	
Root Cause #1	Lack of early numeracy skills coming into kindergarten
Root Cause #2	Teacher uncertainty of how to address math skill deficits
Root Cause #3	Lack of automaticity for computational skills
GOAL	80% of students in grades K-5 will achieve a conditional growth of 30% or higher in math on winter and/or spring MAP.

COHERENT INSTRUCTIONAL SYSTEM

GOAL 80% of students in grades K-5 will achieve a conditional growth of 30% or higher in math on winter and/or spring MAP.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Focus on differentiating math instruction in all classrooms to support the varying needs of learners.	Consolidated Fund 150	a. August 2020-May 2021 b. TKES observations, unit/lesson plans, consultant feedback, EOG, MAP, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
2. Continue to revise existing math units/lessons to ensure grade level focus standards are being taught during a designated skills block throughout the year.	Consolidated Fund 150	a. August 2020-May 2021 b. TKES observations, unit/lesson plans, instructional calendars, consultant feedback, EOG, MAP, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
3. Continue to refine the implementation of Number Talks at each grade level.	Consolidated Fund 150	a. August 2020-May 2021 b. TKES observations, unit/lesson plans, instructional calendars, consultant feedback, EOG, MAP, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff

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

Economically Disadvantaged	Foster and Homeless
Awareness of students in the subgroup. Utilize framework for addressing poverty. Practice strategies from Capturing Kids Hearts.	After-school tutorials applied. Individualized support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.
English Learners	Migrant
Utilize Can-Do Descriptors. Broader based expansion of SIOP methods employed.	Tracking migrant math data.
Race / Ethnicity / Minority	Students with Disability
Utilize formative and summative assessments to monitor/adjust instruction and intervene as necessary.	Monitoring percent of students meeting IEP goals and utilizing formative and summative assessment data to monitor and adjust instruction. Interventions will be put in place and/or adjusted as dictated by IEP team.

EFFECTIVE LEADERSHIP

GOAL 80% of students in grades K-5 will achieve a conditional growth of 30% or higher in math on winter and/or spring MAP.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Designate and effectively develop a math lead teacher at each grade level who will work closely with the administrative team and vertically with colleagues to ensure the highest level of quality instruction in Mathematics.	Consolidated Fund 150	a. August 2020-May 2021 b. Meeting agendas, professional development records, MAP, benchmarks, Math EOG, GKIDS, TKES, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
2. Continue to utilize a master school-wide schedule that maximizes time for math instruction to include a Number Talks and workshop model approach is utilized in each classroom.	Consolidated Fund 150	a. August 2020-May 2021 b. MAP benchmarks, Math EOG, GKIDS, TKES, unit/lesson plans, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
3. Coordinate and participate in vertical alignment math training pertaining to workshop model, focus standards, and Number Talks through in-house professional learning communities.	Consolidated Fund 150	a. August 2020-May 2021 b. Professional learning records, TKES observations, lesson/unit plans, consultant feedback, Math EOG, GKIDS, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
4. Continue to participate in and refine practices of professional learning communities focused on math.	Consolidated Fund 150	a. August 2020-May 2021 b. Professional learning records, TKES observations, lesson/unit plans, consultant feedback, Math EOG, GKIDS, etc.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff

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

Economically Disadvantaged	Foster and Homeless
Awareness of students in the subgroup. Utilize framework for addressing poverty. Practicing strategies from Capturing Kids Hearts.	After-school and summer tutorials applied. Individualized support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.
English Learners	Migrant
Utilize Can-Do Descriptors. Broader based expansion of SIOP methods employed.	Tracking migrant math data.
Race / Ethnicity / Minority	Students with Disability
Utilize benchmark assessments data to monitor/adjust instruction and intervene as needed.	Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be adjust as dictated by the IEP team.

PROFESSIONAL CAPACITY			
GOAL	80% of students in grades K-5 will achieve a conditional growth of 30% or higher in math on winter and/or spring MAP.		
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide additional support to induction teachers through mentoring program.	Consolidated Fund 150	a. August 2020-May 2021 b. Mentoring assignments and meeting sign-in sheets.	District Leaders Admin, SGT, Teachers, Paras Support Staff
2. Provide ample common planning time for grade level, ESS and ESOL teachers to collaborate on curriculum, instruction and assessment in Mathematics.	Consolidated Fund 150	a. August 2020-May 2021 b. Administrative team meeting agendas, Math Lead meeting agendas, BUZZ agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
3. Establish and actively participate in a professional learning communities focused on mathematics.	Consolidated Fund 150	a. August 2020-May 2021 b. Administrative team meeting agendas, Math Lead meeting agendas, professional learning community agendas/minutes, grade level meeting agendas/minutes, professional development records, targeted observations, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
4. Actively recruit highly effective math teachers as positions become open.	N/A	a. January 2020-May 2020 b. TKES, peer observation, staffing records, MAP benchmarks, Math EOG, GKIDS, etc.	District Leaders Administrators SGT Teachers
5. Provide the tools and job embedded professional development needed to enhance student learning using instructional technology.	Consolidated Fund 150	a. August 2020-2021 b. TKES, peer observation, Math and Technology Lead feedback, MAP, EOG, GKIDS, professional development records, etc.	District Leaders Admin, SGT, Teachers, Paras Support Staff
<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Awareness of students in the subgroup. Utilize framework for addressing poverty. Practicing strategies from Capturing Kids Hearts.		After-school and summer tutorials applied. Individualized support and resources provided through Counseling Department, School Social Worker and Family Engagement Coordinator.	
English Learners		Migrant	
Utilize Can-Do Descriptors. Broader based expansion of SIOP methods employed.		Tracking migrant math data.	
Race/Ethnicity/Minority		Students with Disability	
Utilize benchmark assessments data to monitor/adjust instruction and intervene as needed.		Continued co-teach professional development. Monitoring percent of students meeting IEP goals and utilizing benchmark data to monitor and adjust instruction. Interventions will be adjust as dictated by the IEP team.	

**FAMILY and COMMUNITY
ENGAGEMENT**

GOAL 80% of students in grades K-5 will achieve a conditional growth of 30% or higher in math on winter and/or spring MAP.

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. Conduct school led parent workshops that promote numeracy in the home environment.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Administrators SGT Teachers FIC Support Staff
		b. Meeting agendas/minutes and parent sign-in sheets	
2. Provide a Parent Resource Center equipped with information and learning materials for home use.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Administrators SGT Teachers FIC Support Staff
		b. Check-out documentation	
3. Fully utilize CPES Governance Team members in the school improvement process.	Consolidated Fund 150	a. July 2020-May 2021	District Leaders Administrators SGT Teachers FIC Support Staff
		b. SGT meeting agendas/minutes	
4. Conduct parent conferences minimally two times a school year to discuss academic progress and necessary supports necessary for school success.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Administrators SGT Teachers FIC Support Staff
		b. Parent conference forms, Parent Portal, and student work portfolios	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Resource Fair, Seamless Summer Feeding Program, kindergarten transition camp, after school tutorials for homeless, social worker support and connection to supplemental services.	Resource Fair, Seamless Summer Feeding Program, kindergarten transition camp, after school tutorials for homeless, social worker support with connection to supplemental services.
English Learners	Migrant
Translation and interpreting for ELL stakeholders.	Utilize FICs and Social Worker to personally connect with migrant families to provide needed support.
Race / Ethnicity / Minority	Students with Disability
Diversity in staffing. Workshops/trainings, Resource Center, translated parent teacher conferences, etc.	Active participation in IEP meetings, Georgia Parent Mentor and workshops/support groups for parents of ESS students.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL 80% of students in grades K-5 will achieve a conditional growth of 30% or higher in math on winter and/or spring MAP.

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. Implementation of math intervention groups to support and/or extend math achievement.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. MAP, progress monitoring, EOG, etc.	
2. Train all faculty members on Capturing Kids Hearts and implement strategies learned.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. TKES observational records, student surveys, etc.	
3. Utilize student advisory groups to support the instructional process in math and increase student engagement.	Consolidated Fund 150	a. August 2020-May 2021	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. SAG meeting agendas/minutes and student survey results	

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

Economically Disadvantaged	Foster and Homeless
Resource fair, Mobile Learning Lab, etc.	Social Worker support and connection to supplemental services.
English Learners	Migrant
Translation and interpretation services, professional development for ELL stakeholders, etc.	Utilize FICs and Social Worker to personally connect with migrant families to provide needed support.
Race / Ethnicity / Minority	Students with Disability
Balanced staffing plan, diversified student advisory groups, summer school, transportation for summer school, Resource Fair, summer feeding program, etc.	Supplemental educational math programs, Georgia Parent Mentor, and student mentor program.

OVERARCHING NEED #3

Overarching Need	
Operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids' Hearts framework and executing a consistent school wide discipline plan.	
Root Cause #1	School climate rating
Root Cause #2	Discrepancy in classroom management between grade levels and classrooms
GOAL	To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids' Hearts framework and executing a consistent school wide discipline plan.

COHERENT INSTRUCTIONAL SYSTEM

GOAL To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids’ Hearts framework and executing a consistent school wide discipline plan.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Successfully operate GADOE PBIS/CKH program that includes a strategic tier 2 behavior intervention component.	Consolidated Fund 150	a. August 2020-May 2021 b. Meeting agenda/minutes, SWIS reports, and professional development records, Zones of Regulation/Navigating the Zones outcomes.	GADOE/Flippen District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
2. Conduct monthly PBIS/CKH committee meetings for the purpose of discipline data analysis and root cause determination.	Consolidated Fund 150	a. August 2020-May 2021 b. Meeting agenda/minutes, shared Google behavior spreadsheets, Zones of Regulation/Navigating the Zones progress reports and SWIS reports.	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
3. Continue to work in partnership with RESA, the Flippen Group and GADOE PBIS representatives to refine PBIS/CKH program based on observation and recommendations.	Consolidated Fund 150 PIE	a. August 2020-May 2021 b. Meeting agenda/minutes, SWIS reports, and professional development records.	GADOE/Flippen District Leaders Administrators SGT Teachers Paraprofessionals Support Staff

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

Economically Disadvantaged	Foster and Homeless
Capturing Kids’ Hearts training. Tracking ED discipline data.	Tracking foster and homeless discipline data.
English Learners	Migrant
Production of bilingual lessons and modelling for ESOL students. Tracking ELL discipline data.	Tracking migrant discipline data.
Race / Ethnicity / Minority	Students with Disability
Track and report discipline data based on race/ethnicity/minority classifications.	Track and report discipline data based on SWD classifications. Maintenance of sensory rooms. Mindset training for certified and classified staff and administration.

EFFECTIVE LEADERSHIP

GOAL To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids’ Hearts framework and executing a consistent school wide discipline plan.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Refine and utilize a behavior flowchart for classroom management consistent with PBIS/CKH.	Consolidated Fund 150 PIE	a. August 2020-May 2021 b. SWIS data and PBIS/CKH meeting agenda/minutes	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
2. Continue to utilize a PBIS/CKH team and appointed school level coach to lead efforts.	Consolidated Fund 150 PIE	a. August 2020-May 2021 b. PBIS/CKH team agenda/minutes and professional development records	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
3. Maintain a master school-wide schedule that provides time for tier 2 behavior intervention groups.	Consolidated Fund 150 PIE	a. August 2020-May 2021 b. Zones of Regulation/Navigating the Zones progress reports	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
4. Redeliver professional development of the PBIS/CKH framework and share analysis of discipline data for school improvement.	Consolidated Fund 150	a. August 2020-May 2021 b. Professional development records and GADOE/Flippen walk/through observation feedback	GADOE/Flippen District Leaders Administrators SGT Teachers Paraprofessionals Support Staff

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Capturing Kids Hearts training. Track ED discipline data.	Inclusion of school social worker as an advocate on the PBIS Team.
English Learners	Migrant
Inclusion of ELL staff in the findings of the PBIS/CKH team. Inclusion of ELL staff as advocates on the PBIS/CKH team.	Inclusion of migrant student advocate on PBIS/CKH team.
Race / Ethnicity / Minority	Students with Disability
Inclusion of minority staff as advocates on the PBIS/CKH, Analysis and reporting of a race referral ratio index.	Inclusion of ESS staff as an advocate on the PBIS.

PROFESSIONAL CAPACITY

GOAL To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids’ Hearts framework and executing a consistent school wide discipline plan.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Continue to work with GADOE PBIS/the Flippen Group consultants to refine school wide discipline program.	Consolidated Fund 150	a. August 2020-May 2021 b. Professional development records and GADOE/Flippen Group feedback	GADOE/Flippen District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
2. Utilize a framework of redelivery to ensure a clear understanding PBIS fundamentals and CKH framework among all stakeholders.	Consolidated Fund 150	a. August 2020-May 2021 b. PBIS/CKH team, faculty/staff, grade level and district meeting agenda/minutes	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
3. Fully utilize distributed leadership working through the PBIS/CKH operation process.	Consolidated Fund 150	a. August 2020-May 2021 b. PBIS/CKH team recommendations, faculty/staff, grade level and district meeting agenda/minutes	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff

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

Economically Disadvantaged	Foster and Homeless
Continued Capturing Kids Hearts training. Continued tracking ED discipline data.	Inclusion of School Social Worker as an advocate on the PBIS/CKH team.
English Learners	Migrant
Inclusion of ELL staff as an advocate on the PBIS/CKH team.	Inclusion of migrant student advocate on PBIS/CKH team.
Race / Ethnicity / Minority	Students with Disability
Inclusion of minority staff as advocates on the PBIS/CKH team.	Inclusion of ESS staff as an advocate on the PBIS/CKH team

**FAMILY and COMMUNITY
ENGAGEMENT**

GOAL To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids’ Hearts framework and executing a consistent school wide discipline plan.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Make stakeholders aware of the PBIS/CKH fundamentals.	Consolidated Fund 150 PIE	a. August 2020-May 2021	District Leaders Administrators SGT/PTO Teachers Paraprofessionals Support Staff Parents
		b. Stakeholder meeting agenda, minutes and sign-in sheets, newsletter, Social Contract Champion and Character Club Breakfasts	
2. Utilize social media (Twitter, Instagram, Facebook and system/school website) to highlight the PBIS/CKH program and rewards.	Consolidated Fund 150 PIE	a. August 2020-May 2021	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Posts on website/social media outlets, newsletters, and parent survey results	
3. Utilize the established relationship with Partners in Education members to solicit donations and in kind contributions to recognize and celebrate student performance.	PIE	a. August 2020-May 2021	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Posts on website/social media outlets and community involvement records, Social Contract Champion and Character Club Breakfasts	
4. Fully utilize School Governance Team members in the school improvement process.	Consolidated Fund 150 PIE	a. July 2020-May 2021	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. SGT agendas/minutes	
5. Utilize school Attendance Clerk and other school personnel to address truancy and provide support for families and resources.	Consolidated Fund 150	a. August 2020-May 2021	Attendance Clerk Social Worker Administrators SGT Teachers Paraprofessionals Support Staff
		b. Attendance data, timesheets, Truancy Treatment agenda	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Utilize Family Engagement Coordinator and School Social Worker as liaisons between PBIS team and qualifying families.	Utilize Family Engagement Coordinator and School Social Worker as liaisons between PBIS/CKH team and qualifying families.
English Learners	Migrant
Utilize translation and interpretation services. Parent workshops/training offered.	Utilize translation and interpretation services as needed. Parent workshops/training offered.
Race/Ethnicity/ Minority	Students with Disability
Maintain Staff diversity on PBIS/CKH team	School Social and Family Engagement coordinator are active participation in IEP meetings.

SUPPORTIVE LEARNING ENVIRONMENT

GOAL To operate within the state approved positive behavior system (PBIS) endorsement program while maintaining consistency in the implementation of Capturing Kids’ Hearts framework and executing a consistent school wide discipline plan.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide a comprehensive discipline framework that is pervasive throughout the school with clearly established rules, procedures and expectations.	Consolidated Fund 150 PIE	a. August 2020-May 2021	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Teacher feedback, discipline data, and PBIS team agenda/ minutes	
2. Continue to support a PBIS/CKH Team with a broad based faculty representation to review discipline data and appropriately address areas of concern as it relates to discipline and school culture.	Consolidated Fund 150 PIE	a. August 2020-May 2021	District Leaders Administrators SGT Teachers Paraprofessionals Support Staff
		b. Discipline data and PBIS/CKH team agenda/minutes	

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

Economically Disadvantaged	Foster and Homeless
Tracking of ED discipline data.	Inclusion of school social worker as an advocate on the PBIS team.
English Learners	Migrant
Inclusion of ELL staff in the findings of the PBIS/CKH team. Inclusion of ELL staff as advocates on the PBIS team.	Inclusion of School Social Worker as migrant representative on PBIS/CKH team
Race/Ethnicity/ Minority	Students with Disability
Inclusion of minority staff as advocates on the PBIS/CKH team. Analysis and reporting a race referral ratio index.	Inclusion of ESS staff as advocates on the PBIS team