



TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

2016-2017

Submitted on August 16, 2016

(The School Improvement Plan is embedded in this plan.)

NAME OF SCHOOL/PRINCIPAL:

Tate Elementary School/Sandra Layman

NAME OF DISTRICT/SUPERINTENDENT:

Pickens County Schools System/ Dr. Lula Mae Perry

- Comprehensive Support School* *Targeted Support School* *Schoolwide Title 1 School* *Targeted Assistance Title 1 School*
 Non-Title 1 School *Opportunity School*

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

Planning Committee Members

Name	Position/Role
Sandra Layman	Principal
Dale Spencer	Assistant Principal
Katie Sobolewski	Academic Coach
Denise Salter	Gifted/EIP Coordinator
Sunita Holloway	Director of Federal Programs
Michelle James	Parent
Amanda Neighbors	Kindergarten Teacher
Melissa Borland	First Grade Teacher
Ann Long	Second/Third Teacher
Lisa Barnett	Second Teacher
Stephanie Rickman	Third Teacher
Ginny Perren	Fourth Teacher
Michele Moore	Fourth Teacher
Holly Moranos	Fifth Teacher
Cristy Jacobs	Special Education Teacher

Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p>Social Studies</p> <p>Our needs assessment in Social Studies showed that our students need intensive support in all four domains.</p> <ul style="list-style-type: none"> ● Government ● History ● Economics ● Geography 	<p>For Social Studies Milestones, we showed a 7% increase in 3rd grade, 13% increase in 4th grade, and a 2% increase in 5th grade scores.</p> <p>TES overall CCRPI increased to 71.6 for 2015-2016 from 67.3 in 2014-2015.</p>	<p>Leadership Team, comprised of administrators, academic coach, teacher leaders, and parent representative, met regularly to analyze data.</p> <p>All Staff were involved in analyzing data during faculty meetings and grade level meetings.</p> <p>The School Advisory Council comprised of parents, business partners, the principal, teachers, and academic coach met to review data and provide input/feedback into the plan.</p>	<p>Report Cards, Progress Reports, Parent Conferences, Training during Curriculum Night, weekly newsletters</p>
<p>Science</p> <ul style="list-style-type: none"> ● Life Science ● Physical Science 	<p>TES Milestones in Science showed growth in all grade levels. 48% of students in 3rd and 4th grade met or exceeded and 45% of students in 5th grade met or exceeded.</p> <p>TES overall CCRPI increased to 71.6 for 2015-2016 from 67.3 in 2014-2015.</p>	<p>Leadership Team, comprised of administrators, academic coach, teacher leaders, and parent representative, met regularly to analyze data.</p> <p>All Staff were involved in analyzing data during faculty meetings and grade level meetings.</p> <p>The School Advisory Council comprised of parents, business partners, the principal, teachers, and academic coach met to review data and provide input/feedback into the plan.</p>	<p>Report Cards, Progress Reports, Parent Conferences, Training during Curriculum Night, weekly newsletters</p>

<p>ELA</p>	<p>For 2015-2016 ELA Milestones, we showed an increase of 1% in 3rd grade, 16% in 4th grade, 12% in 5th grade.</p> <p>TES overall CCRPI increased to 71.6 for 2015-2016 from 67.3 in 2014-2015.</p> <p>DIBELS composite scores increased in all grade levels. Kindergarten went from 48% meets and exceeds to 77% meets and exceeds. 1st Grade increased from 44% meets and exceeds to 53%, and 2nd grade increased from 64% meets and exceeds to 69%.</p> <p>SRI was given in grades 3-5</p>	<p>Leadership Team, comprised of administrators, academic coach, teacher leaders, and parent representative, met regularly to analyze data.</p> <p>All Staff were involved in analyzing data during faculty meetings and grade level meetings.</p> <p>The School Advisory Council comprised of parents, business partners, the principal, teachers, and academic coach met to review data and provide input/feedback into the plan.</p>	<p>Report Cards, Progress Reports, Parent Conferences, Training during Curriculum Night, weekly newsletters Parents will also receive individual student assessment reports on SRI and/or DIBELS</p>
<p>Math SMI data was faulty</p>	<p>For 2015-2016 Math Milestones, we showed a decrease (put percentage here)</p> <p>TES overall CCRPI increased to 71.6 for 2015-2016 from 67.3 in 2014-2015.</p> <p>While SMI data was faulty, our regular education students did show growth from the previous school year.</p>	<p>Leadership Team, comprised of administrators, academic coach, teacher leaders, and parent representative, met regularly to analyze data.</p> <p>All Staff were involved in analyzing data during faculty meetings and grade level meetings.</p> <p>The School Advisory Council comprised of parents, business partners, the principal, teachers, and academic coach met to review data and provide input/feedback into the plan.</p>	<p>Report Cards, Progress Reports, Parent Conferences, Training during Curriculum Night, weekly newsletters Parents will also receive individual student assessment reports on iReady</p>

SMART GOAL #1 In FY 16 TES had 73 % of students scoring in levels 1 and 2 on the Social Studies Milestones. For FY 17, the goal is to reduce that percentage by 5 % so that no more than 68 % of students are in level 1 and 2.

Georgia School Performance Standard	Student group: ALL	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 4, 7	All Students SWD ED Students ELA/ Reading and Social Studies Teachers Parents	<ul style="list-style-type: none"> Utilize Study Island for enrichment and remediation activities throughout the year and benchmarking twice yearly (Fall and early Spring) Continue use of Academic Coach to provide professional learning in Writing to Win vocabulary strategies Continue to integrate standards based Social Studies content in reading and remediation time Provide professional learning to unpack the Science and Social Studies standards, specifically the literacy standards, that are embedded Provide parents with strategies to increase discussions that will make Social Studies relevant Students will continue to use ChromeBooks to access Study Island 	Lesson Plans Observation Notes Professional Learning Agendas and Sign-in Sheets Benchmarking scores in SI	School Leaders Demonstrate: Knowledge and understanding of Social Studies standards and the implementation of those standards into reading time in the ELA classroom. Teachers Demonstrate: Knowledge and understanding of standards and the importance of collaboration among ELA and Social Studies teachers Students Demonstrate: Knowledge and understanding of standards addressed in both ELA and Social Studies and will be able to demonstrate their understanding of those standards through application and real world writing Parents Demonstrate: Understanding and relevance of Social Studies standards	Review Lesson Plans Review benchmarks, progress monitoring data Class observation by administration, Academic Coach, outside consultants	SRG Consultants (Striving Readers' Grant) RESA Consultants - no cost Study Island in all grades (Title I) Studies Weekly Instructional per grade level - (Instructional) Writing to Win training Fee - Travel - (Title I) Chrome Flips - (Title I)

SMART GOAL #2 In FY 16 TES had 55% in levels 1 and 2 on the Science Milestone. For FY 17, the goal is to reduce that percentage by 5 % so that no more than 50% of students are in level 1 and 2.

Georgia School Performance Standard	Student group: ALL	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 4, 7	All Students SWD ED Students ELA/ Reading and Science Teachers Parents	<ul style="list-style-type: none"> Utilize Study Island for enrichment and remediation activities throughout the year and benchmarking twice yearly (Fall and early Spring) Continue use of Academic Coach to provide professional learning in Writing to Win vocabulary strategies Continue to integrate standards based Science content in reading time Provide parents with strategies to use with students' to increase discussion and activities which will make science relevant Use Chrome Flip books for Study Island 	Lesson Plans Observation Notes Professional Learning Agendas and Sign-in Sheets	<p>School Leaders Demonstrate: Knowledge and understanding of Science standards and the implementation of those standards into reading time in the ELA classroom.</p> <p>Teachers Demonstrate: Knowledge and understanding of standards and the importance of collaboration among ELA and Science teachers</p> <p>Students Demonstrate: Knowledge and understanding of Science standards addressed in both ELA and Science and will be able to demonstrate their understanding of those standards through application</p> <p>Parents Demonstrate: Understanding and relevance of Science standards</p>	Review Lesson Plans Review benchmarks, progress monitoring data Class observation by administration, Academic Coach, outside consultants	Resources: SRG Consultants - (Striving Readers' Grant) RESA Consultants - no cost Study Island in all grades - (Title I) Writing to Win training- (Title I) Chrome Flips - (Title I)

SMART GOAL #3 Grades K-2 will demonstrate a 50% percent growth of students meeting grade level performance targets in the area of Process Writing from Fall to Spring benchmark during the 2016-17 school year.

Georgia School Performance Standard	Student group: ALL	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 4, 7	All Students SWD ED Students ELA/ Reading Teachers Parents	<ul style="list-style-type: none"> Implement Process Writing Strategies Continue providing professional learning opportunities on process writing Continue use of Academic Coach to provide professional learning on writing strategies and Bookworms Continue to share information with parents on the writing initiatives Complete book study with Academic Coach of <u>Teaching Beginning Writers</u> and <u>Developing Strategic Writers through Genre Instruction</u> to assist with writing needs Align standards across subject and grade levels through vertical planning Provide parents with strategies to increase discussions and activities which will increase students' understand the relevance of and the structures of writing 	<p>Lesson Plans</p> <p>Observation Notes</p> <p>Professional Learning Agendas and Sign-in Sheets</p> <p>Writing samples</p> <p>Writing rubrics</p>	<p>School Leaders Demonstrate: Knowledge and understanding of writing process and strategies</p> <p>Teachers Demonstrate: Knowledge and understanding of best practices, differentiated Instruction, writing Instruction, and GSE</p> <p>Students Demonstrate: Increased rate of students scoring in the grade level expectations for process writing and will be able to demonstrate their understanding through high quality writing through multiple genres</p> <p>Parents Demonstrate: Knowledge of writing processes learned through parent conferences and newsletters</p>	<p>Create Master Schedule which ensures process writing instruction time</p> <p>Review Lesson Plans</p> <p>Review benchmarks, progress monitoring data</p> <p>Class observation by administration, Academic Coach, outside consultants</p>	<p>Resources: Rubrics from Comprehensive Reading Solutions - no cost</p> <p>SRG Consultants- (Striving Readers' Grant)</p> <p>RESA Consultants - no cost</p> <p>David Coker - Author of <u>Teaching Beginning Writers</u> - (Striving Readers' Grant)</p> <p>Professional Learning for substitutes - (Title I)</p>

SMART GOAL #4 Grades K-2 will demonstrate a 50% growth of students meeting grade level performance targets in the area of Reading as measured by DIBELS during the 2016-17 school year.

Georgia School Performance Standard	Student group ALL	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Standard 2 Assessment Standard 4 Instruction Standard 5	All Students SWD ED Students ELA/ Reading Teachers Parents	<ul style="list-style-type: none"> Continue full implementation of Bookworms Curriculum, pacing guide, and instructional strategies Continue implementation of IDI and phonics kit instruction Continue providing professional learning opportunities on Bookworms, and differentiation Continue use of Academic Coach to provide professional learning in Bookworms, IDI, phonic kits, Differentiated Instruction Continue to share information with parents on the reading/writing initiatives Utilize BookFlix and TrueFlix to have parallel passages for reading texts Continue using Storia to build comprehension and vocabulary Provide parents with strategies to use to increase students' reading skills and discussion 	Lesson Plans Observation Notes Professional Learning Agendas and Sign-in Sheets IDI student sheets	<p>School Leaders Demonstrate: Knowledge and understanding of Reading/ELA curriculum, IDI, and the reading block structure</p> <p>Teachers Demonstrate: Knowledge and understanding of best practices, Bookworms, Differentiated Instruction and GSE</p> <p>Students Demonstrate: Increased rate of students scoring in the Advanced/Proficient Levels on SRI and/or in the Core Level on DIBELS</p> <p>Parents Demonstrate: Knowledge of Reading Strategies as obtained through newsletters, parent conferences, parent workshops, and homework assistance</p>	Create Master Schedule which ensures reading block Review Lesson Plans Review benchmark, IDI, progress monitoring data Class observation by administration, Academic Coach, outside consultants	DIBELS - (Striving Readers and Instructional) Classroom Libraries per classroom (Striving Readers' Grant) SRG Consultants - (Striving Readers' Grant) RESA Consultants - no cost Storia (instructional software used to provide teachers and students with online interactive text) - (Title I)

(letter/sound recognition, word lists, and reading logs).

SMART GOAL #5 In grades K-2 50% of students will meet the grade level performance targets in the area of math as measured by iReady during the 2016-17 school year.

Georgia School Performance Standard	Student group ALL	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Professional Learning Standard 4	All Students SWD ED Students ELA/ Reading Teachers Parents	<ul style="list-style-type: none"> Continue implementation of Number Talks Continue use of RESA consultant and Academic Coach Continue use of Moby Max, Front Row, IKAN, and GloSS Increase use of Van de Walle instructional strategies Strengthen use of math kits Professional learning for iReady Implementation of iReady for benchmarking on Chrome Flip Books Utilize a digital instructional tool such as iReady, Compass, etc. for our at risk population Continue to share information with parents on math initiatives Provide parents information that will increase their understanding of math concepts and strategies to assist students understand math 	Lesson Plans Observation Notes Professional Learning Agendas and Sign-in Sheets IKAN & GloSS student sheets	<p>School Leaders Demonstrate: Knowledge and understanding of math curriculum, and block structure</p> <p>Teachers Demonstrate: Knowledge and understanding of best practices, Number Talks, Differentiated Instruction and GSE</p> <p>Students Demonstrate: Increased rate of students scoring at or above grade level on iReady</p> <p>Parents Demonstrate: Knowledge of math strategies as obtained through newsletters, parent conferences, parent workshops, and homework assistance</p>	Create Master Schedule which ensures math block Review Lesson Plans Review benchmark, IKAN and GloSS, progress monitoring data Class observation by administration, Academic Coach, outside consultants	Moby Max - (Striving Readers' Grant) iReady for at risk students for Math - (Title I) RESA Consultants - no cost Chrome Flips - (Title I) Professional Learning provided by Academic Coach substitutes -(Title I)

SMART GOAL #6 Grades 3-5 will demonstrate a 5% growth of students meeting grade level performance targets in the area of Process Writing as measured by Milestones in Grades 3-5 and benchmarks 3 times per year during the 2016-17 school year.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 7 Professional Learning Standard 4	All Students SWD ED Students ELA/RDG Teachers Parents	<ul style="list-style-type: none"> Implement Process Writing strategies Continue providing professional learning opportunities on process writing Continue use of Academic Coach to provide professional learning to model and monitor implementation of writing strategies Continue to share information with students on writing initiatives Monitor progress of writing using benchmarks three times per year Align standards across subject and grade levels through professional learning Utilize ChromeBooks to complete writing activities within Google classroom Provide parents with strategies to increase discussions and activities which will increase students' understand the relevance of and the structures of writing 	Lesson Plans Observation Notes Professional Learning Agendas and Sign-in Sheets IDI student sheets Benchmark Rubrics Emails remind 101	<p>School Leaders Demonstrate: Knowledge and understanding of Reading/ELA curriculum, IDI, and the reading block structure</p> <p>Teachers Demonstrate: Knowledge and understanding of best practices, Bookworms, Differentiated Instruction, writing instruction, and GSE</p> <p>Students Demonstrate: Increased rate of students scoring in the Advanced/ Proficient Levels on SRI and/or in the Core Level on DIBELS</p> <p>Parents Demonstrate: Knowledge of Reading/ELA curriculum and reading block</p>	Create Master Schedule which ensures writing block Review Lesson Plans Review benchmarks, progress monitoring data Class observation by administration, Academic Coach, outside consultants	Classroom Libraries- (Striving Readers' Grant) RESA Consultants - no cost Striving Readers' Consultants - (Striving Readers' Grant) Book Study - (Striving Readers' Grant) Professional Learning provided by Academic Coach substitutes - (Title I) Chrome Flips - (Title I)

SMART GOAL #7 Grades 3-5 will demonstrate a 5% growth of students meeting grade level performance targets in the area of Reading as measured by SRI.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Family and Community Engagement Standard 4</p> <p>Curriculum Standard 3</p>	<p>All Students</p> <p>SWD</p> <p>ED Students</p> <p>ELA/ Reading Teachers</p> <p>Parents</p>	<ul style="list-style-type: none"> Continue full implementation of Bookworms Curriculum, pacing guide, and instructional strategies Continue implementation of IDI and phonics kit instruction Continue providing professional learning opportunities on Bookworms, and differentiation Continue use of Academic Coach to provide professional learning in Bookworms, IDI, Phonic Kits, Differentiated Instruction Continue to share information with parents on the reading/writing initiatives Increase read alouds in nonfiction genres Increase self-selected reading opportunities Utilize ChromeBooks to complete SRI assessments and individual practice Provide parents with strategies to use to increase students' reading skills and discussion 	<p>Lesson Plans</p> <p>Observation Notes</p> <p>Professional Learning Agendas and Sign-in Sheets</p> <p>IDI student sheets</p> <p>Brag boards</p> <p>Reading logs</p> <p>Emails</p> <p>Remind 101</p>	<p>School Leaders Demonstrate: Knowledge and understanding of Reading/ELA curriculum, IDI, and the reading block structure</p> <p>Teachers Demonstrate: Knowledge and understanding of best practices, Bookworms, Differentiated Instruction and GSE</p> <p>Students Demonstrate: Increased rate of students scoring in the Advanced/Proficient Levels on SRI and/or in the Green on DIBELS</p> <p>Parents Demonstrate: Knowledge of Reading/ELA curriculum and reading block</p>	<p>Monitor master schedule to ensure fidelity of ELA block</p> <p>Review Lesson Plans</p> <p>Review benchmark, IDI, progress monitoring data</p> <p>Class observation by administration, Academic Coach, outside consultants</p>	<p>DIBELS - (Striving Readers' Grant and Instructional)</p> <p>Text - Classroom Libraries - (Striving Readers' Grant)</p> <p>RESA Consultants - no cost</p> <p>Striving Readers Consultants - (Striving Readers' Grant)</p> <p>Chrome Flips - (Title I)</p> <p>Professional Learning provided by Academic Coach for substitutes - (Title I)</p>

SMART GOAL #8 In grades 3 - 5, 80% of the students will achieve 10% growth between Fall and Spring iReady Math Benchmark and 80% of students will meet or exceed on the 2017 Milestone Assessment.

Georgia School Performance Standard	Student group (All or subgroup)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Standard 2	All Students SWD ED Students ELA/ Reading Teachers Parents	<ul style="list-style-type: none"> Continue full implementation of GA Frameworks Continue providing professional learning opportunities, Van de Walle Strategies Continue use of Academic Coach to provide professional learning in Differentiated Instruction to model and monitor implementation of math strategies Continue to share information with parents on the Math initiatives Utilize strategies from Math in the Fast Lane Utilize a digital instructional tool such as iReady, Compass, etc. for our at risk population Provide professional learning in math strategies Utilize ChromeBooks for iReady assessments and individualized practice Provide parents information that will increase their understanding of math concepts and strategies to assist students understand math 	Lesson Plans Observation Notes Professional Learning Agendas and Sign-in Sheets iReady Benchmarks	<p>School Leaders Demonstrate: Knowledge and understanding of math curriculum, GloSS, IKAN, Number Talks and the math block structure</p> <p>Teachers Demonstrate: Knowledge and understanding of best practices, GSE, and Differentiated Instruction</p> <p>Students Demonstrate: .Increased rate of students scoring on grade level or above on iReady</p> <p>Parents Demonstrate: Knowledge of Math curriculum and websites available</p>	Create Master Schedule which ensures math block Review Lesson Plans Review benchmark, progress monitoring data Class observation by administration, Academic Coach, outside consultants	RESA Consultants - no cost State Math Conferences at Rock Eagle - (Professional Development) Math in the Fast Lane substitutes - (Title I) GCTM Conference - substitutes (Title I) Chrome Flips - (Title I) Professional Learning provided by Academic Coach substitutes - (Title I)

Parent Engagement and Communication

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Book Fairs					
Special Activities Grandparents' Day Luncheon Sock Hop Veterans' Day Luncheon Thanksgiving Lunch/Santa Pictures PTO Movie Night School Olympic Days					

<ul style="list-style-type: none"> • Writing to Win • RACE, ACE, CARE • Anchor Charts 					
<p>Assessments</p> <ul style="list-style-type: none"> • SRI • DIBELS • iReady • GloSS • IKAN • IDI • Common Assessments 	FY 15 - August 2016	Title IA and Title IIA Funds for Academic Coach's Salary District Funds for iReady, SRG funds for SRI and DIBELS	Outside Consultants, Academic Coach, Principal, Assistant Principal, Teacher Leaders		<p><u>Artifacts:</u> TKES Walkthroughs and Observations documentation, Informal notes and feedback, SRI, DIBELS, iReady, GloSS, IKAN and IDI data/reports, Georgia Milestones Reports</p> <p><u>Evidence of Impact on Student Learning:</u></p> <p>School Leaders Demonstrate:</p> <p style="padding-left: 40px;">Knowledge and understanding of assessments, assessment strategies and how to use data from each to positively impact the overall school program.</p> <p>Teachers Demonstrate:</p> <p style="padding-left: 40px;">Knowledge and understanding of assessments, assessment strategies and uses them as appropriate to impact student learning.</p> <p>Students Demonstrate:</p> <p style="padding-left: 40px;">Increased rate of students achievement</p> <p>Parents Demonstrate:</p> <p style="padding-left: 40px;">Knowledge of assessments strategies to use at home to assess student learning.</p>
<p>Engagement Strategies</p> <ul style="list-style-type: none"> • Choral reading and answers • Echo Reading • Thumbs Up/ Thumbs Down 	FY 16- ongoing FY17	Title Ia and Title IIA Funds for Academic Coach's Salary	Academic Coach, Teacher Leaders	The administration will monitor implementation through the use of formal and informal walkthroughs and observations.	<p><u>Artifacts:</u> TKES Walkthroughs and Observations documentation, Informal notes and feedback, SRI, DIBEL, and IDI data/reports, Georgia Milestones Reports</p> <p><u>Evidence of Impact on Student Learning:</u></p> <p>School Leaders Demonstrate:</p>

<p>Assessment Strategies</p> <ul style="list-style-type: none"> ● Turn and Tell Your Partner ● Think, Pair, Share ● Response Cards ● Look, Lean, Whisper ● Whisper Reading Partner Strategies 				<p>The Academic Coach will monitor using Coaching Walks and Observations</p>	<p>Knowledge and understanding of engagement strategies and when they are used appropriately.</p> <p>Teachers Demonstrate: Knowledge and understanding of engagement strategies and uses them as appropriate.</p> <p>Students Demonstrate: Increased rate of students participation and increased on grade level or above achievement</p> <p>Parents Demonstrate: Knowledge of high engagement strategies to use at home.</p>
<p>Math Strategies</p> <ul style="list-style-type: none"> ● Number Talks ● Data-Driven Small Group Instruction ● Math Standards-Based Instruction/ GA Frameworks ● Math in the Fast Lane ● CUBES ● CARES ● GCTM for selected teachers 	<p>FY16 - ongoing FY17</p>	<p>Professional Learning Funds for Math in the Fast Lane Training , Title I Funds for GCTM</p>	<p>Outside Consultants, Academic Coach, Principal, Assistant Principal, Teacher Leaders Conference Presenters, Teachers</p>	<p>The administration will monitor implementation through the use of formal and informal walkthroughs and observations.</p> <p>The Academic Coach will monitor using Coaching Walks and Observations</p>	<p><u>Artifacts:</u> TKES Walkthroughs and Observations documentation, Informal notes and feedback, GloSS, IKAN, and iReady data/reports, Georgia Milestones</p> <p>Reports <u>Evidence of Impact on Student Learning:</u> School Leaders Demonstrate: Knowledge and understanding of math curriculum, GloSS, IKAN, Number Talks and the math block structure</p> <p>Teachers Demonstrate: Knowledge and understanding of best practices, GSE, and Differentiated Instruction</p> <p>Students Demonstrate: Increased rate of students scoring on grade level or above on iReady</p>

					Parents Demonstrate: Knowledge of Math curriculum, math strategies to use at home and websites available
<p>Technology in the Classroom</p> <ul style="list-style-type: none"> • iPad Training • ChromeBook Training • Google Classroom Training • Apple TV Training • Promethean Board Training • Safari Montage Training 	FY16 - ongoing FY17	SPLOST Funds for Promethean and Safari Montage Trainings, Funds for Instructional Technology Specialist	Instructional Technology Specialist, Academic Coach, Outside Consultants	<p>The administration will monitor implementation through the use of formal and informal walkthroughs and observations.</p> <p>The Academic Coach will monitor using Coaching Walks and Observations</p>	<p><u>Artifacts:</u> TKES Walkthroughs and Observations documentation, Informal notes and feedback, SRI, DIBELS, iReady, GloSS, IKAN, and IDI data/reports, Georgia Milestones Reports</p> <p><u>Evidence of Impact on Student Learning:</u> School Leaders Demonstrate: Knowledge and understanding of curriculum and instruction and the integration of technology to positively engage students and to improve student achievement</p> <p>Teachers Demonstrate: Knowledge and understanding of best practices, GSE, and Differentiated Instruction and the integration of technology to enhance learning</p> <p>Students Demonstrate: Increased rate of students achievement and student use of technology skills</p> <p>Parents Demonstrate: Knowledge of curriculum, technology used in the classroom, and websites available</p>
<p>PBIS Training</p> <ul style="list-style-type: none"> • PBIS Team Training • Staff Training 	FY17	GADOE/ NGRESA Funds	Outside Consultants from NGRESA and GADOE,	The administration will monitor implementation through the use of	<p><u>Artifacts:</u> TKES Walkthroughs and Observations documentation, Informal notes and feedback, SRI, DIBELS, iReady, GloSS, IKAN, and IDI data/reports, Georgia Milestones Reports, and</p>

			<p>School PBIS Team</p> <p>formal and informal walkthroughs and observations and monitoring for decrease in office referrals and incidents in SWIS, Educators' Handbook and Infinite Campus.</p> <p>The Academic Coach will monitor using Coaching Walks and Observations</p>	<p>SWIS, Educators' Handbook and Infinite Campus Report Data</p> <p><u>Evidence of Impact on Student Learning:</u> School Leaders Demonstrate: Knowledge and understanding of best practices and PBIS and how PBIS can positively impact school wide and classroom student performance.</p> <p>Teachers Demonstrate: Knowledge and understanding of best practices and PBIS and how PBIS can positively impact school wide and classroom student performance.</p> <p>Students Demonstrate: Increased rate of students achievement and a decrease in student disciplinary incidents.</p> <p>Parents Demonstrate: Knowledge of PBIS and how it use can reduce disciplinary actions and how it can impact student achievement.</p>
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