

**Tate Elementary – 2015-16**  
**School Improvement Fieldbook**  
**A Guide to Support College and Career Ready Graduates**

<b>SCHOOL IMPROVEMENT PLAN</b>					
<b>School Name:</b> Tate Elementary School			<b>District Name:</b> Pickens County		
<b>Principal Name:</b> Sandra Layman			<b>School Year:</b> 2015-2016		
<b>Title I Schoolwide Program</b> <input checked="" type="checkbox"/>		<b>Title I Targeted Assistance</b> <input type="checkbox"/>		<b>Non-Title I School</b> <input type="checkbox"/>	
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b>					
(Check all boxes that apply and provide additional information if requested.)					
<b>Priority School (SIG)</b> <input type="checkbox"/>		<b>Priority (Graduation Rate)</b> <input type="checkbox"/>		<b>Priority (Achievement)</b> <input type="checkbox"/>	
<b>Alert School</b> <input type="checkbox"/>			<b>Focus School</b> <input type="checkbox"/>		
Subject Alert	<input type="checkbox"/>	List Subject(s)	Graduation Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Sub-Group Alert	<input type="checkbox"/>	List Sub-Group(s)	Achievement Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Graduation Alert	<input type="checkbox"/>	List Sub-Group(s)			
<b>Principal's Signature:</b> Sandra Layman				<b>Date:</b> 11/9/2015	
<b>Title I Director's Signature:</b>				<b>Date:</b>	
<b>Superintendent's Signature:</b>				<b>Date:</b>	

REVISED 8/10/2015  
 REVISED 9/2/2015  
 REVISED 9/14/2015

REVISED 11/9/2015

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**SMART GOALS:**

To improve students' **MATH** skills as demonstrated by:

- Kindergarten Goals
  - To have 80% of students *meet or exceed* in the area of mathematics on the GKIDS assessment
  - To have 80% of students meet or exceed the spring benchmark Quantile target range in the area of mathematics as measured by SMI
- First Grade Goals
  - To exceed the 30 % target growth percentage on grade level Student Learning Objective (SLO) assessment
  - To have 80% of students meet or exceed the spring benchmark Quantile target range in the area of mathematics as measured by SMI
- Second Grade Goals
  - To exceed the 30 % target growth percentage on grade level Student Learning Objective (SLO) assessment
  - To have 80% of students meet or exceed the spring benchmark Quantile target range in the area of mathematics as measured by SMI
- Third Grade Goals
  - To achieve student performance at or above state targets on the Georgia Milestones mathematics assessment.
  - To exceed the 30% target growth percentage on grade level Student Learning Objective (SLO) assessment
  - To have 80% of students meet or exceed the spring benchmark Quantile target range in the area of mathematics as measured by SMI
  - To increase the percentage of students with Typical or High Growth in math from 31.33% to 50% on the CCRPI
- Fourth and Fifth Grade Goals
  - To achieve student performance at or above state targets on the Georgia Milestones mathematics assessment.
  - To have 80% of students meet or exceed the spring benchmark Quantile target range in the area of mathematics as measured by SMI
  - To increase the percentage of students with Typical or High Growth in math from 31.33% to 50% on the CCRPI
- SWD Goals
  - To meet or exceed the state SWD subgroup target on the Georgia Milestones math assessment
  - To have 70% of students meet or exceed the spring benchmark Quantile target range in the area of reading as measured by SMI
- SED Goals
  - To meet or exceed the state SED subgroup target on the Georgia Milestones math assessment
  - To have 75% of SED students meet or exceed the spring benchmark Quantile target range in the area of reading as measured by SMI

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**STRATEGIC GOAL AREA I: Student Achievement- Math**  
 Performance Objective A: Implement State Adopted Curriculum  
 Performance Objective B: Utilize Formative and Summative Data  
 Performance Objective C: Implement Differentiation and a Variety of Learning Strategies  
 Performance Objective D: Improve Student Performance

TKES Standards	Title I Component	Actions, Strategies, Interventions	Time-line	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence
1 2 3 4 8	2 a,b,c,d 3 4 5 7 8 9 a,b,c 10 11 12 13 14	<p><b>Objective A Initiative:</b> Teachers will implement the adopted curriculum so that it correlates with the Math GSE, frameworks and curriculum maps.</p> <p><b>Action Steps:</b></p> <p>1.) Collaborate and plan horizontally to implement the GSE.</p> <p>2.) Collaborate vertically, in math, to share instructional resources</p> <p>3.) Use the GSE, curriculum maps, Georgia frameworks and envision Math series to develop lessons.</p> <p>4.) Increase the level of rigor of instruction and/or performance tasks</p>	<p>Weekly 8/3-5/23</p> <p>Once each semester</p> <p>Weekly 8/3-5/23</p> <p>Daily 8/3-5/23</p>	<p>Resources: GSE Frameworks and curriculum maps, TRL on SLDS, enVision Math Series, RESA, computer lab, iPad Lab</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Meeting Agendas</li> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• Milestones Scores</li> <li>• CCRPI</li> <li>• SMI</li> <li>• IKAN</li> <li>• GLoSS</li> </ul>

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1 2 3 4 5 6 8		<p><b>Objective B Initiative:</b> Teachers will utilize formative and summative data to make informed decisions to increase student performance on math assessments.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1.) Utilize common assessments in all grade levels.</li> <li>2.) Disaggregate data collected from assessments in meetings with Academic Coach</li> <li>3.) Analyze data to measure student understanding and to guide the RTI process.</li> <li>4.) Use data to drive differentiated instruction and small group instruction</li> </ol>	At least monthly with academic coach	<p>Resources: GOFAR, GA DOE Benchmarks, SLDS, SMI, enVision Math Series, BASE, Assessment Uses, PL via GADOE, FIP,</p> <p>Funding Source: SMI – funds paid at the district level</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Meeting Agendas</li> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• Milestones Scores</li> <li>• CCRPI</li> <li>• SMI</li> <li>• IKAN</li> <li>• GLoSS</li> </ul>
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1 2 3 4 8		<p><b>Objective C Initiative:</b> Teachers will implement the use of technology to improve student achievement.</p> <p>1.) Utilize iPad mobile lab, Study Island, and Moby Max, Math in the Fast Lane, and I Ready</p> <p>2.) Provide professional learning to staff regarding the effective use of iPads, Chromebooks and other technology in the classroom</p>	<p>Oct. 2014</p> <p>Ongoing 2015-16</p>	<p>Resources: PD360, iPad Lab, student computers, computer lab</p> <p>Funding Source: iPad Lab – Title One funds</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> <li>• Media Specialist</li> <li>• System Instructional Technology Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-In / Sign-Out Sheets for iPad lab</li> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Students and teachers can articulate the benefits of iPad use in the classroom and how the use of this resource has improved and enhanced instruction</li> <li>• Classroom observations</li> </ul>
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1 2 3 4 5 6 8		<p><b>Objective D Initiative:</b> Students achievement at or above state targets on the Georgia Milestones assessment.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1.) Design effective grouping to provide remediation and enrichment from the data obtained from pre and posttests, daily formative assessments, IKAN, GLoSS, and benchmark data.</li> <li>2.) Identify and implement research-based RTI and enrichment strategies all students.</li> <li>3.) Incorporate math related frameworks, literature and articles to enhance reading and writing in content areas.</li> </ol>	<p>Weekly 8/3-5/23</p> <p>Daily 8/3-5/23</p> <p>Bi-Monthly 8/3-5/23</p>	<p>Resources: BASE, RTI Professional Learning, Differentiation Professional Learning, Assessment Uses via GADOE, computer lab, mobile lab, iPad lab, FIP, Writing to Win, GOFAR, SLDS</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> <li>• Media Specialist</li> <li>• Director of Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• Milestones Scores</li> <li>• CCRPI</li> <li>• SMI</li> <li>• IKAN</li> <li>• GLoSS</li> </ul>
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**SMART GOALS:**

To improve students' ELA/writing skills as demonstrated by:

- Kindergarten Goals
  - To have 80% of students *meet or exceed* in the area of ELA on the GKIDS assessment
  - To exceed the 30 % target growth percentage on grade level Student Learning Objective (SLO) assessment
  - To have 80% of students meet or exceed the Phoneme Segmentation spring benchmark as measured by DIBELS.
- First Grade Goals
  - To have 80% of students meet the spring benchmark in Nonsense Word Fluency as measured by DIBELS.
  - To have 75% of student meet the spring benchmark Composite score as measured by DIBELS.
- Second Grade Goals
  - To have 80% of students meet the spring benchmark in Oral Reading Fluency as measured by DIBELS
- Third Grade Goals
  - To achieve student performance at or above state targets on the Georgia Milestones ELA assessment.
    - To achieve student performance at or about the state average in the writing domain as measure by the Georgia Milestones ELA assessment.
  - To exceed the 30% target growth percentage on grade level Student Learning Objective (SLO) assessment
  - To have 80% of students meet or exceed the spring benchmark Lexile target range in the area of reading as measured by SRI
  - To increase the percentage of students with Typical or High Growth in ELA from 71.26% to 80% on the CCRPI
- Fourth and Fifth Grade Goals
  - To achieve student performance at or above state targets on the Georgia Milestones ELA assessment.
  - To have 80% of students meet or exceed the spring benchmark Lexile target range in the area of reading as measured by SRI
  - To increase the percentage of students with Typical or High Growth in ELA from 71.26% to 80% on the CCRPI
- SWD Goals
  - To meet or exceed the state SWD subgroup target on the Georgia Milestones ELA assessment
  - To have 70% of SWD students meet their grade level DIBELS spring benchmark targets
  - To have 70% of students meet or exceed the spring benchmark Lexile target range in the area of reading as measured by SRI
- SED Goals
  - To meet or exceed the state SED subgroup target on the Georgia Milestones ELA assessment
  - To have 75% of SED students meet their grade level DIBELS spring benchmark targets
  - To have 75% of SED students meet or exceed the spring benchmark Lexile target range in the area of reading as measured by SRI

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**STRATEGIC GOAL AREA I: Student Achievement- ELA**

Performance Objective A: Implement State Adopted Curriculum

Performance Objective B: Utilize Formative and Summative Data

Performance Objective C: Implement Differentiation and a Variety of Learning Strategies

Performance Objective D: Improve Student Performance

TKES Standards	Title I Component	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence
1 2 3 4 8	2 a,b,c,d 3 4 5 7 8 9 a,b,c 10 11 12 13 14	<p><b>Objective A Initiative:</b> Teachers will implement the adopted curriculum so that it correlates with the ELA/Reading GSE, frameworks, curriculum maps and Striving Readers' Grant Requirements.</p> <p><b>Action Steps:</b></p> <p>5.) Collaborate and plan horizontally to implement the GSE.</p> <p>6.) Collaborate vertically, in reading, to share instructional resources</p> <p>7.) Use the GSE, curriculum maps, Georgia frameworks and Bookworms.</p> <p>8.) Increase the level of rigor of instruction and/or performance tasks</p>	<p>Weekly 8/3-5/23</p> <p>Once each semester</p> <p>Weekly 8/3-5/23</p> <p>Daily 8/3-5/23</p>	<p>Resources: GSE Frameworks and curriculum maps, TRL on SLDS, Bookworms, RESA, computer lab, iPad Lab</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Meeting Agendas</li> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• Milestones Scores</li> <li>• CCRPI</li> <li>• SMI</li> </ul>



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1	2 a,b,c,d	<p><b>Objective B Initiative:</b> Teachers will utilize formative and summative data to make informed decisions to increase student performance in ELA/writing</p> <p><b>Action Steps:</b></p> <p>1.) Utilize Milestones, GOFAR Benchmark data, SRI, and SLDS data to identify whole class and individual deficiencies</p> <p>2.) Collect and use formative and summative assessment data to design formative instructional practices and plan differentiated instruction based on individual student needs</p> <p>3.) Continue system-wide Writing to Win curriculum to prepare our students for writing in content areas and responding to constructed response items</p> <p>Utilize informational text reading materials to present a variety of integrated concepts across the curriculum</p>		Resources: BASE, GA DOE GPS, IDI, SLDS, frameworks, and curriculum maps, Writing to Win, RACE/CARE constructed response strategies	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Meeting Agendas</li> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> </ul> <p>CCRPI</p>
2	3						
3	4						
4	5						
5	7						
6	8						
8	9 a,b,c			Quarterly October, Jan, Apr			
	10						
	11						
	12						
	13			Quarterly October, Jan, Apr			
	14						
				Ongoing 2015-16			

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1 2 3 4 5 6 8		<p><b>Objective C Initiative:</b> Teachers will implement differentiated instruction.</p> <p><b>Action Steps:</b></p> <p>1.) Utilize flexible grouping and small group center based instruction.</p> <p>2.) Identify and implement research-based differentiated instruction based on student performance.</p>	<p>Weekly 8/3-5/23</p> <p>Weekly 8/3-5/23</p>	<p>Resources:</p> <p>BASE, GA DOE GPS, IDI, frameworks, and curriculum maps, iPad lab, Director of Teaching &amp; Learning, Writing to Win</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• CCRPI</li> <li>• Formative &amp; summative assessments</li> </ul>
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1 2 3 4 5 6 8		<p><b>Objective D Initiative:</b> Students achievement at or above state targets on the Georgia Milestones assessment</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1.) Utilize Writing to Win, GOFAR and pre-/post-test assessments to design effective student groups so as to provide remediation and enrichment in ELA/Writing</li> <li>2.) Differentiate the product, process and/or content for all learners</li> <li>3.) Utilize a variety of texts and increase informational texts aligned with student Lexile levels and GPS grade level Lexile bands</li> <li>4.) Implement the SRG reading block framework.</li> </ol>	Daily/ Weekly 8/14- 8/15	<p>Resources: BASE, GA DOE GSE, SRI, DIBELS, IDI, frameworks, and curriculum maps, Media Center, Writing to Win, Time for Kids, Studies Weekly, Storytown/Bookworms, constructed response strategies</p> <p>Funding Sources: District funds and Striving Readers Grant</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• CCRPI</li> <li>• SRI</li> <li>• DIBELS</li> <li>• Writing to Win scoring rubrics</li> <li>• Writing portfolios</li> </ul>
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**SMART GOALS:**

To improve students' social studies skills as demonstrated by:

- Third, Fourth, & Fifth Grade Goals
  - To achieve student performance at or above state targets on the Georgia Milestones social studies assessment.
  - To increase the percentage of students with Typical or High Growth in social studies from 64.21% to 75% on the CCRPI
  - To meet the 90% target growth percentage on the GIFTED 3<sup>rd</sup> grade level Student Learning Objective (SLO) assessment
- SWD Goals
  - To meet or exceed the state SWD subgroup target on the Georgia Milestones social studies assessment
- SED Goals
  - To meet or exceed the state SED subgroup target on the Georgia Milestones social studies assessment

**STRATEGIC GOAL AREA I: Student Achievement- Social Studies**

Performance Objective B: Utilize Formative and Summative Data

Performance Objective C: Implement Differentiation and a Variety of Learning Strategies

Performance Objective D: Improve Student Performance

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TKES Standards	Title I Component	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence
1 2 3 4 5 6 8	2 a,b,c,e 3 4 7 8 9 a,bc 10 11 12 13 14	<p><b>Objective B Initiative:</b> Teachers will utilize formative and summative data to make informed decisions to increase student performance in social studies</p> <p><b>Action Steps:</b></p> <p>1.) Utilize Milestones, GOFAR Benchmark data and SLDS historical CRCT data to identify whole group and individual deficiencies</p> <p>2.) Establish collaborative learning teams (vertical/horizontal) across grade levels that will work to identify consistent trends and if warranted, create relevant tasks which will allow students an opportunity to increase their knowledge of social studies content and material</p>	<p>Quarterly Nov, Dec, March</p> <p>Bi-Quarterly Jan. 2016 – May 2016</p>	<p>Resources: BASE, GA DOE GPS, SLDS, frameworks, curriculum maps, Writing to Win</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Meeting Agendas</li> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• CCRPI</li> </ul>

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1 2 3 4 5 6 8		<p><b>Objective C Initiative:</b> Teachers will implement differentiated instruction.</p> <p><b>Action Steps:</b></p> <p>1.) Utilize flexible grouping and center based instruction.</p> <p>2.) Identify and implement research-based differentiated interventions for struggling, SWD, advanced, and gifted students.</p>	<p>Weekly 8/3-5/23</p> <p>Weekly 8/3-5/23</p>	<p>Resources:</p> <p>BASE, GA DOE GPS, frameworks, and curriculum maps, iPad lab, Studies Weekly</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• LSS</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Meeting Agendas</li> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• CCRPI</li> <li>• Classroom Performance</li> <li>• Report Card/Progress Report</li> </ul>
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1 2 3 4 5 6 8		<p><b>Objective D Initiative:</b> Students achievement at or above state targets on the Georgia Milestones assessment</p> <p><b>Action Steps:</b></p> <p>1.) Utilize Study Island, GOFAR and pre-/post-test assessments to design effective student groups so as to provide remediation and enrichment in Social Studies</p> <p>2.) Differentiate the product, process and/or content for advanced and gifted learners, as well as the struggling learner by providing increased opportunities with content area text.</p> <p>3.) Utilize non-fiction text as a primary resource during RTI instruction.</p> <p>4.) Implementation of Pebble Go</p> <p>5.) Continuation of Writing to Win</p>	<p>Daily/ Weekly 8/3-5/23</p> <p>Daily/ Weekly 8/3-5/23</p> <p>Daily / Weekly 8/3-5/23</p> <p>2015-2016</p> <p>Daily/ Weekly 8/3-5/23</p> <p>Daily/ Weekly 8/3-5/23</p>	<p>Resources: BASE, GA DOE GPS, frameworks, and curriculum maps, Media Center, Read Works, Writing to Win,</p> <p>Funding Sources: District Funds</p> <p>Grant Money</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Meeting Agendas</li> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• CCRPI</li> <li>• Classroom performance and grades</li> </ul>
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**SMART GOALS:**

To improve students' science skills as demonstrated by:

- Third Grade Goals
  - To achieve student performance at or above state targets on the Georgia Milestones science assessment
  - To meet the 30% target growth percentage on grade level Student Learning Objective (SLO) assessment
  - To increase the percentage of students with Typical or High Growth in science from 58.98% to 70% on the CCRPI
- Fourth and Fifth Grade Goal
  - To achieve student performance at or above state targets on the Georgia Milestones science assessment.
  - To increase the percentage of students with Typical or High Growth in science from 58.98% to 70% on the CCRPI
- SWD Goals
  - To meet or exceed the state subgroup target on the Georgia Milestones science assessment
- SED Goals
  - To meet or exceed the state subgroup target on the Georgia Milestones science assessment

**STRATEGIC GOAL AREA I: Student Achievement- Science**

Performance Objective B: Utilize Formative and Summative Data

Performance Objective C: Implement Differentiation and a Variety of Learning Strategies

Performance Objective D: Improve Student Performance



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TKES Standards	Title I Component	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence
1 2 3 4 5 6 8	2 a,b,c,e 3 4 7 8 9 a,bc 10 11 12 13 14	<p><b>Objective B Initiative:</b> Teachers will utilize formative and summative data to make informed decisions to increase student performance in science.</p> <p><b>Action Steps:</b></p> <p>1.) Utilize Milestones, GOFAR Benchmark data and SLDS data to identify whole class and individual deficiencies</p> <p>2.) Establish collaborative learning teams across grade levels that will work to identify consistent trends and if warranted, create relevant tasks which will allow students an opportunity to increase their knowledge of science content and material</p> <p>3.) Utilize informational text reading materials to present a variety of science concepts (science frameworks)</p> <p>4.) Implementation of Pebble Go</p> <p>5.) Continuation of Writing to Win</p>	<p>Quarterly October, Jan, Apr</p> <p>Quarterly October, Jan, Apr</p> <p>Ongoing 2015-16</p> <p>2015-2016 Daily/ Weekly 8/3-5/23 Daily/ Weekly 8/3-5/23</p>	<p>Resources: BASE, GA DOE GPS, SLDS, frameworks, and curriculum maps</p> <p>Funding Source: Instructional Budget</p> <p>Grant Money</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Meeting Agendas</li> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• CCRPI</li> <li>• Classroom performance and grades</li> </ul>

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1 2 3 4 5 6 8		<p><b>Objective C Initiative:</b> Teachers will implement differentiated instruction.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1.) Utilize flexible grouping and center based instruction.</li> <li>2.) Identify and implement research-based differentiated interventions based on student learning needs.</li> </ol>	Weekly 8/3-5/23 Weekly 8/3-5/23	<p>Resources: BASE, GA DOE GPS, frameworks, and curriculum maps, iPad lab, Director of Teaching &amp; Learning, Writing to Win, Media, STEM Lab, SRG resources</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• CCRPI</li> </ul>
1 2 3 4 5 6 8		<p><b>Objective D Initiative:</b> The percent of students who exceed will increase and the percent of students who do not meet will decrease on the science portion of the Georgia Milestones assessment.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1.) Utilize Study Island, GOFAR and pre-/post-test assessments to design effective student groups so as to provide remediation and enrichment in science</li> <li>2.) Differentiate the product, process and/or content based on student learning needs</li> <li>3.) Utilize informational texts</li> </ol>	Daily/ Weekly 8/3-5/23	<p>Resources: BASE, GA DOE GPS, frameworks, and curriculum maps, Media Center</p> <p>Funding Sources: District &amp; State funds</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> <li>• Gifted Coordinator</li> <li>• Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Scores</li> <li>• Progress Monitoring</li> <li>• CCRPI</li> <li>• Study Island reports</li> </ul>

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		<b>Process Goals:</b> <ul style="list-style-type: none"> <li>• Percentage of families gaining assistance from community resources, use of Parent Portal, learning opportunities for parents and stakeholder involvement in school related functions will increase by 3% in 2015-16</li> <li>• Decrease the percentage of office referrals by 5% through the school and classroom use of PBIS.</li> </ul>					
		<b>STRATEGIC GOAL AREA II: Student and Stakeholder Involvement</b> <u>Performance Objective A:</u> Identify and Utilize Community Resources <u>Performance Objective B:</u> Foster Positive Relationships Among All Students and Stakeholders <u>Performance Objective C:</u> Provide Opportunities for Stakeholder Education <u>Performance Objective D:</u> Increase Stakeholder Communication					
TKES Standards	Title I Component	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence

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<p>7 9 10</p>	<p><b>2e</b> <b>5</b> <b>6</b> <b>9c</b> <b>10</b> <b>13</b> <b>15</b> <b>16</b> <b>17</b></p>	<p><b>Objective A Initiative:</b> Identify and Utilize Community Resources  <u>Action Steps:</u>          1.) Provide educational information to parents through the Parent Resource Center.          2.) Provide outside professional resources for family assistance through the district resource manual.          3.) Provide weekend snacks to students through backpack program.          4.) Create a survey for stakeholders to determine parent/family needs          5.) Implement Fall College Day, Spring Career Day          6.) Utilize GA DOE Career Lesson</p>	<p>2015-16 on an as needed basis</p> <p>Weekly to identified students 2015-2016</p>	<p>Resources: Needs Assessment, Parent Resource Center Materials, District Family Resource Manual, Weekend Snack Program</p> <p>Funding Sources: CARES, Community Donations</p>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Counselor</li> <li>• PTO</li> </ul>	<ul style="list-style-type: none"> <li>• Weekend Snack Program Permission Slips</li> <li>• Materials/ Information provided to parents</li> <li>• Number of parents using the materials</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results to determine materials/ information</li> <li>• Increase in providing parent resources</li> <li>• Parents can provide feedback on how these resources have helped them support their child's academic achievement</li> <li>• Increase in providing students food</li> </ul>
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7 9 10		<p><b>Objective B Initiative:</b> Foster Positive Relationships Among All Students and Stakeholders</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1.) Meet with and inform School Advisory Council regarding the following data: testing, discipline, attendance, class size.</li> <li>2.) Publish positive accomplishments of students, teachers, TES staff/faculty, community stakeholders, business partners, and school system on school webpages, Facebook, and newspaper at least once per quarter.</li> <li>3.) Utilize CHAMPS program with 5<sup>th</sup> grade students</li> <li>4.) Utilize RTI to work with our targeted students based on needs as determined by teacher, parent, and/or counselor</li> <li>5.) Implement PBIS to promote positive behaviors throughout the school</li> <li>6.) Utilize Educators Handbook for documenting student behaviors</li> <li>7.) Full implementation of PBIS in each classroom and throughout the school</li> </ol>	<p>Quarterly 8/24-5/28</p> <p>Quarterly 8/14-5/22</p> <p>Weekly 9/02-5/22</p> <p>Weekly 8/3-5/23</p> <p>2015-2016</p>	<p>Resources:</p> <p>Project Wisdom Materials, CHAMPS Information, PBIS School Expectations, Bulldog Bucks, Educators Handbook</p>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• All Teachers</li> <li>• PTO Officers</li> <li>• School Council Members</li> <li>• Counselor</li> <li>• School Resource Officer</li> </ul>	<ul style="list-style-type: none"> <li>• School Advisory Council minutes</li> <li>• Mentoring Sign-In Sheets</li> <li>• List of students who have mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in volunteering and mentoring</li> <li>• Decrease in student discipline</li> <li>• Students with mentors can articulate how having a mentor has helped them</li> <li>• Number of Bulldog Bucks earned throughout the year</li> </ul>
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7 9 10		<p><b>Objective C Initiative:</b> Provide Opportunities for Stakeholder Education</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1.) Provide STEM (Science, Technology, Engineering, and Mathematics) Night for families. Parents can work with their child(ren) to complete a variety of hands-on tasks.</li> <li>2.) Student Performances and PTO meetings</li> <li>3.) Communicate learning goals and other curriculum information to parents on a regular basis through web pages and newsletters</li> </ol>	<p>Fall 2015</p> <p>Quarterly 2015-16</p> <p>Bi-monthly 8/3-5/23</p>	<p>Resources: Parent Portal Information, math and science consumables, local author</p> <p>Funding Sources: N/A</p>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• All Teachers</li> <li>• Academic Coach</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Portal</li> <li>• Sign in Sheets</li> <li>• Newsletters</li> <li>• Webpage</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in Parent Portal Usage</li> <li>• Increase in STEM Night Celebration Attendance</li> </ul>
7 9 10		<p><b>Objective D Initiative:</b> Increase Stakeholder Communication</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1.) Update the school website and teacher webpages with pertinent information.</li> <li>2.) Update information on social media—Facebook</li> <li>3.) Send out informational IC calls</li> <li>4.) Utilize Remind 101</li> <li>5.) Regularly scheduled stakeholder meetings</li> </ol>	<p>Monthly 2015-16</p> <p>As needed 2015-16</p> <p>As needed 2015-16</p>	<p>Resources: Newspaper, Facebook, TES Website, Teacher Webpages, IC Calls</p> <p>Funding Sources: None</p>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Webmaster</li> <li>• All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• News articles</li> <li>• Updates on TES website and webpages</li> <li>• Updates on Social Media</li> <li>• IC calls</li> </ul>	<ul style="list-style-type: none"> <li>• Increase use of websites, webpages and social media</li> <li>• Parents can articulate how these resources have helped to keep them informed</li> </ul>

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		<b>Process GOALS</b> 100% of TES' staff will be provided professional development based on area of need and/or expertise in 2015-16.					
		<b>STRATEGIC GOAL AREA III: Organizational Growth and Improvement</b> <u>Performance Objective A:</u> Develop a School-wide Professional Development Plan <u>Performance Objective B:</u> Provide Professional Learning Opportunities for Certified Staff <u>Performance Objective D:</u> Provide Training for Classified Staff					
TKES Standards	Title I Component	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence
1 2 3 4 5 6 7 8 9 10	1 2a,b,c,d 3 4 7 8 9b	<b>Objective A Initiative:</b> Develop a School-Wide Professional Development Plan  <b>Action Steps:</b> 1.) Conduct a staff professional development needs assessment. 2.) Develop and implement school professional development plan.	8/2015  Ongoing 8/3-5/23	Resources: Needs Assessment, TES Professional Development Plan  Funding Sources: None	<ul style="list-style-type: none"> <li>• Administration</li> <li>• All Staff</li> <li>• Academic Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Needs Assessment Survey</li> <li>• TES Professional Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Survey Results</li> <li>• Attendance at Professional Development</li> <li>• Teachers can articulate how professional learning is used in their classroom and affects student achievement</li> </ul>

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1 2 3 4 5 6 7 8 9 10		<p><b>Objective B Initiative:</b> Provide Training for Classified Staff.</p> <p><b>Action Steps:</b></p> <p>1.) Provide relevant training for classroom paraprofessional staff based on needs assessment</p>	8/3-5/23	<p>Resources: System staff Development, RESA, Academic Coach</p> <p>Funding Sources: District Professional Learning</p>	<ul style="list-style-type: none"> <li>• Special Education Department</li> <li>• Administration</li> <li>• Classified Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Certification</li> </ul>	<ul style="list-style-type: none"> <li>• Para-professionals can articulate how professional learning has changed what they are doing in the classroom</li> <li>• Paraprofessional Evaluation</li> </ul>
1 2 3 4 5 6 7 8 9 10		<p><b>Objective D Initiative:</b> Provide opportunities for professional learning for Certified Staff</p> <p><b>Action Steps:</b></p> <p>1.) Provide Professional Development for differentiated instruction/flexible grouping and assessment for all teachers.</p> <p>2.) Provide RTI training for all regular education teachers.</p>	8/3-5/23  Ongoing 2015-16	<p>Resources: GADOE, County Office, RESA, AC, Administration, TKS, Comprehensive Reading Solutions Modules, FIP, Writing to Win training, IDI, SRI, SMI, DIBELS</p> <p>Funding Sources: District Professional Learning, SRG</p>	<ul style="list-style-type: none"> <li>• GA DOE</li> <li>• County Office</li> <li>• GLRS</li> <li>• Administration</li> <li>• Academic Coach</li> <li>• All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Rosters</li> <li>• Certifications</li> <li>• Certificates</li> <li>• Sign-in Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can articulate how professional learning is used in their classroom and affects student achievement</li> </ul>



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		<b>Process GOALS:</b> 100% of students will have better access to upgraded infrastructure on a daily basis in 2015-16. 100% of the faculty and students will be trained as applicable on safety measures					
		<b>STRATEGIC GOAL AREA IV: Internal Processes</b> <u>Performance Objective A:</u> Increase Student Access to Technology <u>Performance Objective D:</u> Ensure a Safe School Environment					
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<p>1 2 3 4 8</p>	<p><b>2a,b,c,d</b> <b>4</b> <b>7</b> <b>8</b> <b>9a</b></p>	<p><b>Objective A Initiative:</b> Extend the use of technology beyond tutorials and drills to increase rigor and student motivation.</p> <p><b>Action Steps:</b></p> <p>1.) Promote differentiation through the use of available LCD Projectors, interactive white boards, laptops, desktops, computer labs, and iPad lab.</p> <p>2.) Provide enrichment and remediation through the use of various web-based software. (i.e. Study Island, Keyboarding Without Tears, Brain Pop, Brain Pop Jr., Tumblebooks, MobyMax)</p>	<p>Daily 2015-16</p> <p>Daily 2015-16</p>	<p>Resources: Technology Needs Assessment, Staff Training</p> <p>Funding Sources: District Technology Funds, Title I</p>	<ul style="list-style-type: none"> <li>• Media Specialist</li> <li>• Technology Specialist</li> <li>• Teachers</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in usage of Brain Pop, Study Island, Moby Max</li> <li>• Classroom observation of student use of technology</li> <li>• Ipad Rotation</li> <li>• CAMP Schedule</li> <li>• Sign-up Sheets for Labs</li> <li>• Sign-in Sheets for Faculty Meetings, Professional Development, Leadership Team, Committee Meetings</li> </ul>
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7 9 10		<p><b>Objective D Initiative:</b> Ensure a safe environment for all teachers, staff, students, parents, and stakeholders</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1.) Update TES emergency preparedness and safety plan annually and submit to GEMA.</li> <li>2.) Provide safety training for all staff to ensure drills are completed properly and discuss response to emergency situations.</li> <li>3.) Complete monthly drills— fire, lock up/down and tornado.</li> <li>4.) Work with County Office to certify more staff in CPR and use of an AED.</li> <li>5.) Facilitate facility inspection to insure all safety equipment and signage is in good working order</li> </ol>	<p>8/2015</p> <p>8/2015 (ongoing)</p> <p>Monthly 8/3-5/23</p> <p>Yearly 2015-16</p> <p>Yearly 2015-16</p>	<p>CPR/AED aid training, facility inspection by fire department and police, safety manual</p> <p>Funding Sources: None</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Fire Marshall</li> <li>• SRO</li> <li>• Pickens County Sheriff's Department</li> <li>• County M&amp;O Director</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Updated Safety Plan</li> <li>• Poster of Fire and Tornado Maps</li> <li>• Drill Calendar</li> <li>• Facility notes and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Staff trained</li> <li>• Number of Drills Completed</li> <li>• All staff members can articulate how safety training has helped them prepare for drills and emergencies</li> <li>• List of AED and CPR Certified Staff members</li> </ul>
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