

WASHINGTON COUNTY SCHOOL DISTRICT SCHOOL IMPROVEMENT PLAN

5

Commented [AG1]: Add goals for writing, math, mentoring, stakeholder involvement, and discipline

School Name: Washington County High School		District Name: Washington County	
Principal Name: Dr. Allen Gray		School Year: 2017-2018	
Title 1 School Wide Program <input type="checkbox"/>	Title 1 Targeted Assistance <input type="checkbox"/>	Non-Title 1 School <input checked="" type="checkbox"/>	
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)			
Priority School (SIG) <input type="checkbox"/>	Priority (Graduation Rate) <input type="checkbox"/>	Priority (Achievement) <input type="checkbox"/>	
Alert School (Achievement) <input type="checkbox"/>	Focus School <input type="checkbox"/>		
	Graduation Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages:
	Achievement Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages:
Principal's Signature:		Date:	
Title 1 Director's Signature:		Date:	

Dr. Donna Hinton, Superintendent

BUILDING COMMUNITY SUCCESS ... ONE CHILD AT A TIME

Dr. Allen Gray, Principal

Superintendent's Signature:	Date:
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Smart Goal #1: Students will increase their Reading Inventory (RI) Lexile Score by 100 points from August to May screeners in Grades 9, 10, 11, and 12 leading to an improvement in 2017 College and Career Ready Performance Index (CCRPI) points for Lexile Scores.

Percentage of Students with a 100 Point Increase			
Grades	2016/2017	2017/2018	2018/2019
9	30%	33%	36%
10	30%	33%	36%
11	30%	33%	36%
12	30%	33%	36%

What in the school level data suggest that this should be a goal?

Spring 2016 Ga. Milestone Data indicates that there is a need for literacy.

- 9th Grade Literature Milestone (21% at or above grade level Lexile)
- 11th Grade American Literature Milestone (27% at or above grade level Lexile)

	Proficient (At Grade Level)	Distinguished (Above Grade Level)
9 th Grade Literature Milestone	42%	31%
11 th Grade American Literature Milestone	27%	31%
RI Test- 1 st Administration	9 th - 19% 11 th - 29%	9 th - 14% 11 th - 7%

Alignment with District	School Keys Strands	Actions, Strategies, Interventions	Timeline / When will target be reached?	Estimated Costs,	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	

Dr. Donna Hinton, Superintendent

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Revision Date: September 13, 2016

Goals	AEP TKES Domain			Funding Sources, and Resources		Artifacts	Evidence																											
Teaching and Assessing Goal 3	<p><u>S.K. Strands:</u> Instruction Curriculum</p> <p><u>TKES Domain:</u> Instructional Delivery Academically Challenging Environment</p>	<p>Teachers in all content areas will implement at least one striving reader strategy per week: PALS Listen, Read, Discuss Reciprocal Teaching Text-Based Writing Quad Text Sets</p>	August 2017-May 2018	Striving Reader Grant Funds	Administrative Staff Teachers IF's	<p>Lesson Plans Classroom Observations Walkthrough Data Student Portfolios and work samples</p>	<p>By the end of Spring 2018, there will be a 3% increase in our students who will score proficient or distinguished on the Spring Ga. Milestone.</p> <table border="1"> <thead> <tr> <th></th> <th>9th Lit</th> <th>11th lit</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>24%</td> <td>25%</td> </tr> <tr> <td>2017</td> <td>27%</td> <td>28%</td> </tr> <tr> <td>2018</td> <td>30%</td> <td>31%</td> </tr> </tbody> </table> <p>By the end of Spring 2018, 30% of our students will increase their Reading Inventory (RI) Lexile score from pre to post screener by 100 points.</p> <table border="1"> <thead> <tr> <th></th> <th>total</th> <th># 100 pt. Increase</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td></td> <td></td> </tr> <tr> <td>10th</td> <td></td> <td></td> </tr> <tr> <td>11th</td> <td></td> <td></td> </tr> <tr> <td>12th</td> <td></td> <td></td> </tr> </tbody> </table>		9 th Lit	11 th lit	2016	24%	25%	2017	27%	28%	2018	30%	31%		total	# 100 pt. Increase	9 th			10 th			11 th			12 th		
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Commented [AG2]: Add Evidence

Commented [AG3]: List Strategies

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Teaching and Assessing Goals 3 and 4	<p><u>S.K. Strands:</u> Instruction</p> <p><u>TKES Domain:</u> Instructional Delivery</p> <p>Academically Challenging Environment</p>	<p>Independent reading will be implemented during Hawk Time through English classes once a week for 36 weeks</p> <p>Students will only be allowed to check out books aligned with their Lexile levels as indicated by the RI test given throughout the year.</p>	<p>1st Nine Weeks- 9 hours 2nd Nine Weeks- 9 hours 3rd Nine Weeks- 9 hours 4th Nine Weeks- 9 hours</p>	Striving Reader Grant Funds	<p>English Teachers</p> <p>Administrative Staff</p> <p>Audra Gilbert</p>	<p>Classroom Walkthroughs</p> <p>Lesson Plans</p> <p>Independent reading logs</p> <p>AR Log</p> <p>Independent Reading Folders with Reading analysis activities.</p>	<p>By the end of Spring 2018, there will be a 3% increase in our students who will score proficient or distinguished on the Spring Ga. Milestone.</p> <table border="1"> <thead> <tr> <th></th> <th>9th Lit</th> <th>11th lit</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>24%</td> <td>25%</td> </tr> <tr> <td>2017</td> <td>27%</td> <td>28%</td> </tr> <tr> <td>2018</td> <td>30%</td> <td>31%</td> </tr> </tbody> </table> <p>By the end of Spring 2018, 30% of our students will increase their Reading Inventory (RI) Lexile score from pre to post screener by 100 points.</p> <table border="1"> <thead> <tr> <th></th> <th>total</th> <th># 100 pt. Increase</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td></td> <td></td> </tr> <tr> <td>10th</td> <td></td> <td></td> </tr> <tr> <td>11th</td> <td></td> <td></td> </tr> <tr> <td>12th</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> </tr> <tr> <td>=</td> <td></td> <td>%</td> </tr> </tbody> </table>		9 th Lit	11 th lit	2016	24%	25%	2017	27%	28%	2018	30%	31%		total	# 100 pt. Increase	9 th			10 th			11 th			12 th			Total			=		%
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Teaching and Assessing Goals 1, 2 and 3	<p><u>S.K. Strands:</u> Instruction</p> <p><u>TKES Domain:</u> Instructional Delivery</p> <p>Academically Challenging Environment</p>	Read 180 program will be implemented daily for struggling readers (Lexile Band width below 600)	<p>1st Nine Weeks- 2 groups</p> <p>2nd Nine Weeks- 2 groups</p> <p>3rd Nine Weeks- 2 groups</p> <p>4th Nine Weeks- 2 groups</p>	Striving Reader Grant Funds	<p>Angie McCall</p> <p>Administrative Staff</p> <p>Language Arts IF</p>	<p>Scholastic Instructional Dashboard reports.</p> <p>Reading log/reports</p> <p>Read 180 eBooks and Instructional Software reports</p>	<p>At least 30% of the Read 180 students will test above 600 on the RI test administered in the Spring 2018 according to the RI reports.</p> <p>At least 10% of our Read 180 students will score proficient or distinguished on the Spring Ga. Milestone.</p>																		
Teaching and Assessing Goal 2	<p><u>S.K. Strands:</u> Instruction</p> <p><u>TKES Domain:</u> Instructional Delivery</p> <p>Academically Challenging Environment</p>	Administer the RI (Literacy Screener) three times a year in order to monitor the progressive movement of our students from their current reading/Lexile level (Below Basic, Basic, Proficient, or Advanced) to a higher Lexile Band/Level.	August, December, April	Striving Reader Grant Funds	<p>English Teachers</p> <p>Amy Brantley</p>	RI data and reports	<p>By the end of Spring 2018, 30% of our students will increase their Reading Inventory (RI) Lexile score from pre to post screener by 100 points.</p> <table border="1" data-bbox="1302 771 1522 917"> <tr> <td></td> <td>total</td> <td># 100 pt. Increase</td> </tr> <tr> <td>9th</td> <td></td> <td></td> </tr> <tr> <td>10th</td> <td></td> <td></td> </tr> <tr> <td>11th</td> <td></td> <td></td> </tr> <tr> <td>12th</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> </tr> </table> <p>= _____ %</p>		total	# 100 pt. Increase	9th			10 th			11 th			12 th			Total		
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Teaching and Assessing Goals 3 and 4	<p><u>S.K. Strands:</u> Instruction</p> <p><u>TKES Domain:</u> Instructional Delivery</p> <p>Academically Challenging Environment</p>	<p>Implementing reading strategies in all content classes in order to reach a Lexile measure of 1185 by the end of their 11th grade year (Spring 2019).</p> <p>PALS</p> <p>Listen, Read, Discuss</p> <p>Reciprocal Teaching</p> <p>Text-Based Writing</p> <p>Quad Text Sets</p>	<p>Goal Reached by Spring 2019</p> <table border="1" data-bbox="577 1047 856 1149"> <tr> <td>Year</td> <td>9th</td> <td>10th</td> <td>11th</td> </tr> <tr> <td>2017</td> <td>1050</td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td></td> <td>1080</td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td></td> <td>1185</td> </tr> </table>	Year	9th	10th	11th	2017	1050			2018		1080		2019			1185	Striving Reader Grant Funds	<p>English Teachers</p> <p>Administrative Staff</p> <p>IF's</p> <p>Amy Brantley</p>	RI data and reports	30% of our students will have a Lexile of 1185 or above by the end of their 11 th grade year.		
Year	9th	10th	11th																						
2017	1050																								
2018		1080																							
2019			1185																						

Commented [AG4]: Goal - Why are you doing this?

Commented [AG5]: Goal

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Smart Goal #2: WCHS will increase their CCRPI scores from 71 (2015-2016) to 72 (2016-2017), to 74 (2017-2018), to 77 (2018-2019).

What in the school level data suggest that this should be a goal?
 The SAT/ACT scores, AP scores, Lexile proficiency bands, and attendance rates indicate that improvements need to be made.

Alignment with District Goals	School Keys Strands AEP TKES Domain	Actions, Strategies, Interventions	Timeline / When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning									
						Artifacts	Evidence								
Teaching and Assessing Goal 4	<u>S.K. Strands:</u> Instruction <u>TKES Domain:</u> Instructional Delivery Academically Challenging Environment	Increase the dual enrollment classes offered on site.	August 2017 -May 2018	N/A	GMC/OFTC teachers on campus Administrative Staff	Dual enrollment rosters	CCRPI Scores <table border="1"> <tr><td>2015/16</td><td>71</td></tr> <tr><td>2016/17</td><td>72</td></tr> <tr><td>2017/18</td><td>74</td></tr> <tr><td>2018/19</td><td>77</td></tr> </table>	2015/16	71	2016/17	72	2017/18	74	2018/19	77
2015/16	71														
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Teaching and Assessing Goals 3 and 4	<u>S.K. Strands:</u> Instruction <u>TKES Domain:</u> Instructional Delivery Academically Challenging Environment	Increase the number of students enrolled in the ACT/SAT class within a high school setting.	1 st semester (Dec. 2017) , 2 nd Semester (May 2018)	N/A	Seth Watts Jessica Watts Administrative Staff IF's	Scheduling reports Class rosters College Board/ETS score reports	CCRPI Scores <table border="1"> <tr><td>2015/16</td><td>71</td></tr> <tr><td>2016/17</td><td>72</td></tr> <tr><td>2017/18</td><td>74</td></tr> <tr><td>2018/19</td><td>77</td></tr> </table>	2015/16	71	2016/17	72	2017/18	74	2018/19	77
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Teaching and	<u>S.K. Strands:</u>	Physics will be offered as a	May 2018	N/A	Ashley Broxton	Schedules	80% of our seniors								

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Assessing Goals 3 and 4	Instruction <u>TKES Domain:</u> Instructional Delivery Academically Challenging Environment	senior science class.			Cindy Moore Administrative Staff	Report cards Infinite Campus Reports	will earn credit in a physics class. CCRPI Scores
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Smart Goal #3: The number of students missing 6 or more school days will decrease from 439 students 2016-17, to 430 in 2017-18, to 421 in 2018-19, which is a 2 % decrease each year.

What in the school level data suggest that this should be a goal?
For the past three years, over 420 students have missed six or more days of school each year. (16/17 439, 15/16- 451, 14/15- 427)

Alignment with District Goals	School Keys Strands AEP TKES Domain	Actions, Strategies, Interventions	Timeline / When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence
Teaching and Assessing Goals 3	<u>S.K. Strands:</u> Instruction and School Culture <u>TKES Domain:</u> Academically Challenging Environment	Students are awarded a Perfect attendance certificate on honor's night	Spring 2019	N/A	Administrators Honor's Night Committee Counselors	Attendance reports generated in Infinite Campus Names listed in Honor's Night Program	Decreased absences in the attendance report in Spring 2017, 2018, and 2019. Number of Students Missing 6 or more days

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							16/17	439
							17/18	430
							18/19	421
Teaching and Assessing Goals 3	<u>S.K. Strands:</u> Instruction and School Culture <u>TKES Domain:</u> Academically Challenging Environment	The principal will be awarding students who miss less than six days of school with an exemption pass.	Spring 2019	N/A	Students Lynn Moye Christy Hinton Dr. Gray	Attendance reports generated in Infinite Campus Exemption passes	Decreased absences in the attendance report in Spring 2017, 2018, and 2019.	
							Number of Students Missing 6 or more days	
							16/17	439
							17/18	430
							18/19	421

Smart Goal #4: The staff and student body of WCHS will increase stakeholder involvement by implementing community service projects centered around supporting our community. Washington County High School will increase involvement with community stakeholders from 5 (2016-2017), to 6 (2017-2018), and 7 (2018-2019).

What in the school level data suggest that this should be a goal?
 When meeting with new committee members, it was discovered that more clubs and organizations need to get involved in the community in order to link the school with business partners.

Alignment with District Goals	School Keys Strands TKES Domain	Actions, Strategies, Interventions	Timeline / When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence
Stakeholder engagement Goal	<u>S.K. Strands:</u> Family and Community	Interact Club will participate in the Blood Drive and Christmas on the Square	August 2017- May 2019	School Funds as needed	Alicia Norris Andrea Miller	Calendars Blood Drive flyers	Appreciation letters from business.

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2	<p>Engagement</p> <p><u>TKES Domain:</u> Professionalism and Communication</p>					<p>Christmas on the Square assignment list</p> <p>Pictures</p>	<p>Attendance and scheduling lists from Blood Drive.</p> <p>Student attendance rosters</p> <p>Advertisement flyers.</p> <p>Blood Drive honorary cords for graduation.</p> <p>Pictures and news articles/Facebook page</p>
Stakeholder engagement Goal 2	<p><u>S.K. Strands:</u> Family and Community Engagement</p> <p><u>TKES Domain:</u> Professionalism and Communication</p>	Anchor Club will participate in volunteering at the nursing home and providing gifts and services, as well as collecting treats for troops.	August 2017-May 2019	School Funds as needed	Amy Brantley	<p>Pictures</p> <p>Facebook Page</p> <p>Thank you letters</p>	<p>Appreciation letters from business.</p> <p>Attendance and scheduling lists</p> <p>Student attendance rosters</p> <p>Advertisement flyers.</p> <p>Pictures and news articles/Facebook page</p>

Smart Goal #5: WCHS students will write four times a year using multiple-texted, Level 4 Depth of Knowledge activities.

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What in the school level data suggest that this should be a goal?

	Extended Writing Task: Idea Development, Organization, and Coherence		Extended Writing Task: Language Usage and Conventions		Narrative Writing Response	
	3	4	2	3	3	4
Spring 2016						
9 th Grade Literature (225 students)	19%	1%	59%	14%	8%	5%
11 Grade Literature (208 students)	36%	3%	63%	20%	14%	3%
Spring 2017						
9 th Grade Literature (203 students)	19%	2%	51%	17%	12%	12%
11 Grade Literature (176 students)	35%	1%	40%	40%	14%	5%

Alignment with District Goals	School Keys Strands AEP TKES Domain	Actions, Strategies, Interventions	Timeline / When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
						Artifacts	Evidence
Teaching and Assessing Goal 2	S.K. Strands: Instruction	Students will write a minimum of one <u>essay</u> , per 9 weeks, using two or more texts that will require students to cite	August 2017- May 2018	N/A	Administrative staff	Student work samples	Grades and records from the DOK Level 4 activities

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and 3	<p>Curriculum</p> <p><u>TKES Domain:</u> Instructional Delivery</p> <p>Academically Challenging Environment</p>	<p>evidence as aligned with Ga. Milestone Assessment.</p> <ul style="list-style-type: none"> Using common Ga. Milestone Rubrics per content area Argumentative writing citing evidence 			<p>IF's</p> <p>Teachers</p>	<p>Lesson plans</p> <p>Data notebook</p> <p>Student Portfolios</p> <p>Milestone Scores</p>	<p>By the end of Spring 2018, there will be a 3% increase in our students who will score proficient or distinguished on the Spring Ga. Milestone.</p> <table border="1" data-bbox="1329 495 1549 682"> <tr> <td></td> <td>9th Lit</td> <td>11th lit</td> </tr> <tr> <td>2017</td> <td>33%</td> <td>27%</td> </tr> <tr> <td>2018</td> <td>36%</td> <td>30%</td> </tr> </table> <p>Writing Task Summary Report of Proficient or Distinguished (Spring 2018) (Chart above in Smart Goal)</p>		9 th Lit	11 th lit	2017	33%	27%	2018	36%	30%
	9 th Lit	11 th lit														
2017	33%	27%														
2018	36%	30%														

Smart Goal #6: The total number of discipline referrals will decrease yearly by 3% from (808) in 2015/2016, to (760) 2017/2018, and to (737) 2018/2019.

School Year	Projected Outcome at 3% decrease
2015/2016 (808- Baseline Data)	808
2016/2017	784
2017/2018	760
2018/2019	737
2019/2020	715

What in the school level data suggest that this should be a goal?
 Data from previous years shows large numbers of referrals each year (1098 in 2017, 808 in 2016; 1554 in 2015; 2240 in 2014, and 3089 in 2013). In 2017, 23 students in grades 9-12 had 10 or more referrals, 25 in 2017, 23 in 2016, 26 in 2015, 32 students in 2014, and 40 students in 2013.

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Alignment with District Goals	School Keys Strands AEP TKES Domain	Actions, Strategies, Interventions	Timeline / When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning													
						Artifacts	Evidence												
Teaching and Assessing Goal 3	<u>S.K. Strands:</u> Instruction and School Culture Curriculum <u>TKES Domain:</u> Challenging Environment	Celebrating Good behavior by attending the good behavior day once per nine weeks following the following criteria: No discipline referrals No more than three tardies End of the Year celebration is for no discipline referrals or tardies.	End of each 9 weeks and Spring 2018	School funding	Dr. Gray Susan Smith Valerie Parker Lynn Moye Towanda Walker	Discipline reports Referrals Tardy slips	At the end of the 2017/2018 school year, 30% of students who had 10 or more office referrals during the previous school year will have a minimum of 5 fewer referrals for the current year compared to the previous year. <table border="1"> <thead> <tr> <th>School Year</th> <th>Projected Outcome at 3% decrease</th> </tr> </thead> <tbody> <tr> <td>2015/2016 (808- Baseline Data)</td> <td>808</td> </tr> <tr> <td>2016/2017</td> <td>784</td> </tr> <tr> <td>2017/2018</td> <td>760</td> </tr> <tr> <td>2018/2019</td> <td>737</td> </tr> <tr> <td>2019/2020</td> <td>715</td> </tr> </tbody> </table>	School Year	Projected Outcome at 3% decrease	2015/2016 (808- Baseline Data)	808	2016/2017	784	2017/2018	760	2018/2019	737	2019/2020	715
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Teaching and	<u>S.K. Strands:</u>	Implementation of a Progressive	Daily	N/A	Administrators	Discipline reports	School discipline referrals												

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Assessing Goal 3	Instruction and School Culture	Discipline Model: <ul style="list-style-type: none"> Teachers follow a 6 Step Discipline plan Engagement conferences One hour interventions Counseling Mentoring Lunch detention 			Teachers	Referrals	will decrease by 3%-		
	Curriculum						Teacher discipline documentatioin	School Year	Projected Outcome at 3% decrease
	<u>TKES Domain:</u> Challenging Environment							2015/2016 (808-Baseline Data)	808
								2016/2017	784
								2017/2018	760
								2018/2019	737
			2019/2020	715					

Smart Goal #7: The Algebra 1 Milestone percentage of proficient and distinguished learners will increase from 31% in 2015/2016, to 33% in 2016/2017, 35% in 2017/2018, 37% in 2018/2019, to 39% in 2019/2020.

What in the school level data suggest that this should be a goal?
 2016-2017 Ga. Milestone scores in Algebra 1 were 6% proficient and distinguished learners.

Alignment with District Goals	School Keys Strands AEP TKES Domain	Actions, Strategies, Interventions	Timeline / When will target be reached?	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning			
						Artifacts	Evidence		
Teaching and Assessing Goal 2 and 3	<u>S.K. Strands:</u> Instruction Curriculum <u>TKES Domain:</u> Instructional Delivery	Math teachers will utilize GOFAR formative assessments once a week.	August 2017- May 2018	N/A	Tamiko Watts Math Teachers	Lesson plans SLDS clicks Assessment data Student work	At least 35 % of students score at the proficient and distinguished learner level on the Spring 2018 Ga. Milestone Assessment. <table border="1" data-bbox="1339 1239 1549 1284"> <tr> <td>Year</td> <td>Proficient & Distinguished</td> </tr> </table>	Year	Proficient & Distinguished
Year	Proficient & Distinguished								

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	Academically Challenging Environment						2015/2016	31%
							2016/2017	33%
							2017/2018	35%
							2018/2019	37%
							2019/2020	39%

Professional Learning Plan

Relation to SMART Goals	Professional Learning Related to SMART Goals	Professional Learning Timeline, Cost, and Responsibility			Monitoring	Professional Learning Results
	What professional learning will occur to attain SMART goals?	Professional Learning Timeline	Estimated Cost, Funding Source, and / or Resource	Person(s) Responsible	How will this professional learning be monitored?	What evidence or artifacts will indicate an improvement in student achievement?
Implementation of reading strategies and increase in Lexile Proficiency Bands Administering of SRI assessments	Teachers will be instructed and trained on Striving Reader Strategies from Comprehensive Reading Solutions Website <ul style="list-style-type: none"> • PALS • Listen, Read, Discuss • Reciprocal Teaching • Text-Based 	Aug- May	Striving Reader Grant Funds	IF's Administrative Staff Amy Brantley Jennifer Tatum	Walk-throughs RI data	RI test results Milestone Score Increase

Commented [AG6]: Need to have more

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	Writing • Quad Text Sets					
Aids in administering the RI and monitoring of RI data. Tracks students reading below, at, or above grade level	Teachers will be trained on using the SAMS program	Aug-May	Striving Reader Grant Funds	IF's Administrative Staff Amy Brantley Jennifer Tatum	Walk-throughs RI data	Increase in Lexile Scores Student Growth Reports
Implementation of Quadrant D lessons	Teachers will be instructed and trained on creating Quadrant D lessons	Aug-May	N/A	IF's	Walk-throughs Lesson Plans	Walk-throughs Lesson Plans Student work
Usage of GOFAR resources	Teachers will be instructed and trained on creating lessons using GOFAR resources.	Aug-May	N/A	IF's	Walk-throughs Lesson Plans	Walk-throughs Lesson Plans Student work

Technology	Curriculum	Instruction
Implement RI Screener Implement Read 180 Implement FAST Math	Review / Revise curriculum maps (include best practices for instruction) Complete a curriculum audit	Implement school wide literacy strategies PALS Listen Read Discuss

Dr. Donna Hinton, Superintendent

Dr. Allen Gray, Principal

Revision Date: September 13, 2016

Implement Fraction Nation Technology Carousel Use of GOFAR as a formative assessment tool	Vertical Teaming in all content areas	Reciprocal Teaching Text Based Writing Quad Text Sets Review the implementation of standards of mathematical practices Analyze student work and assessment results Review procedures for flexible grouping Create Quadrant D lessons Examining Student Work Samples Monitor usage of content and directional vocabulary
Textbook Adoption		
Foreign Language English Learner		

Dr. Donna Hinton, Superintendent

BUILDING COMMUNITY SUCCESS ... ONE CHILD AT A TIME

Dr. Allen Gray, Principal