

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

Cox Elementary School/James Horne

NAME OF DISTRICT/SUPERINTENDENT

Interim Superintendent: Doug Howell

- | | | |
|---|--|--|
| <input type="checkbox"/> Comprehensive Support School | <input type="checkbox"/> Targeted Support School | <input type="checkbox"/> Schoolwide Title 1 School |
| <input type="checkbox"/> Targeted Assistance Title 1 School | <input type="checkbox"/> Non-Title 1 School | <input type="checkbox"/> Opportunity School |

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

SIGNATURES:
 Superintendent _____ Date _____
 Principal Supervisor _____ Date _____
 Principal _____ Date _____
 Title 1 Director _____ Date _____
 (Title 1 Schools only)

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Jim Horne	Principal	
Teresa Willis	AP	
Shonta Walker	Teacher	
Aralee Smith	Teacher	
Carli Vick	Teacher	
Lindsey Pymel	Academic Coach	

Title I only (SWP 10, 15, 19)
 The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School ____ (Yes or No)

School Designated as a Focus School _____ (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Professional Learning <ul style="list-style-type: none"> ● Diverse learners ● Instructional planning ● Special needs 	<ul style="list-style-type: none"> ● Sign in sheets ● benchmarks 	<ul style="list-style-type: none"> ● Administration ● Teachers ● Para Professionals 	<ul style="list-style-type: none"> ● Pamphlets ● Newsletters ● Notes home ● Dojo ● Remind 101
Parent Involvement	<ul style="list-style-type: none"> ● Sign in sheets 	<ul style="list-style-type: none"> ● Parents ● School personnel ● Community agencies ● Students ● Federal program staff 	<ul style="list-style-type: none"> ● Pamphlets ● Newsletters ● Notes home ● Dojo ● Remind 101
Discipline	<ul style="list-style-type: none"> ● PBIS ● ABE ● Infinite Campus 	<ul style="list-style-type: none"> ● All school personnel ● Students 	<ul style="list-style-type: none"> ● Handbook ● Notes home ● Dojo ● Remind 101

Smart GOAL #1 (Specific, Measurable, Attainable, Result-Based, and Time-Bound)

(SWP 2,7,9,10)

Increase the percentage of students achieving SGPS of 35% or higher (% Proficient Learner & Above) on GADOE Milestone assessments in reference to the state average in each tested content area in each grade (See charts below for specific assessment goals/Timeline).

GADOE MILESTONE ASSESSMENT END OF GRADE YEARLY GOALS						
Cox	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 (2015-2016 State Average)
ELA 3	6.7%	4%	11.75%	19.5%	35%	35%
Math 3	11.1%	9%	16.75%	24.5%	32%	40%
Science 3	3.3%	3%	11%	19%	27%	35%
Social Studies 3	0.0%	7%	12.75%	18.5%	24%	30%
ELA 4	9.5%	6%	13.25%	20.5%	27.8%	35%
Math 4	24.0%	17%	22.75%	28.5%	34.3%	40%
Science 4	13.3%	6%	12.75%	19.5%	26.3%	33%
Social Studies 4	6.8%	9%	15.25%	21.5%	27.8%	34%
ELA 5	6.3%	12%	19.25%	26.5%	33.8%	41%
Math 5	17.2%	23%	26.75%	30.5%	34.3%	38%
Science 5	4.7%	10%	17.25%	24.5%	31.8%	39%
Social Studies 5	0.0%	1%	8.25%	15.5%	22.8%	30%

ADD SRI, DIBELS and LEXILE DATA HERE with goals

3rd Grade SRI

Performance Standard	Fall 2015	Spring 2016	Fall 2016	Spring 2017			
Goal			24%	32%			
Red	71.0%	43.0%					
Green	8.0%	22.0%					

4th Grade SRI

Performance Standard	Fall 2015	Spring 2016	Fall 2016	Spring 2017			
Goal			24%	32%			
Red	73.0%	63.0%					
Green	8.0%	12.0%					

5th Grade SRI

Performance Standard	Fall 2015	Spring 2016	Fall 2016	Spring 2017			
Goal			18%	26%			
Red	57.0%	54.0%					
Green	15.0%	16.0%					

Kindergarten Dibels Phoneme Segmentation Fluency

	Winter 2015	Spring 2016	Winter 2016	Spring 2017			
Goal			80%	90%			
Red	37.4%	11.2%					
Green	38.4%	76.5%					

Kindergarten Dibels Nonsense Word Fluency

	Winter 2015	Spring 2016	Winter 2016	Winter 2017			
Goal			80%	90%			
Red	26.3%	7.1%					
Green	54.5%	73.5%					

First Grade Dibels DORF

	Winter 2015	Spring 2016	Winter 2016	Spring 2017			
Goal			70%	80%			
Red	37.8%	44.4%					
Green	44.4%	38.9%					

Second Grade Dibels DORF

	Fall 2015	Spring 2016	Fall 2016	Spring 2017			
Goal			54%	64%			
Red	43.2%	38.6%					
Green	35.2%	44.3%					

Third Grade Dibels DORF

	Fall 2015	Spring 2016	Fall 2016	Spring 2017			
Goal			44%	55%			
Red	56.5%	37.7%					
Green	24.6%	34.8%					

Fourth Grade Daily Oral Reading Fluency

	Fall 2015	Spring 2016	Fall 2016	Spring 2017			
Goal			40%	50%			
Red	54.2%	42.2%					
Green	30.1%	36.1%					

Fifth Grade Daily Oral Reading Fluency

	Fall 2015	Spring 2016	Fall 2016	Spring 2017			
Goal			45%	50%			
Red	62.7%	44.8%					
Green	26.9%	35.8%					

Percent of Students Achieving 650 Lexile (3rd) Range (520-820)

	2014	2015	2016	2017	2018	2019	2020
Target	31%	31%	34%	38%	42%	46%	50%
Actual	22.6%	18.3%	%	%	%	%	%

Percent of Students Achieving 850 Lexile (5th) Range (830-1010)

	2014	2015	2016	2017	2018	2019	2020
Target	31%	31%	34%	38%	42%	46%	50%
Actual	31%	36.2%	%	%	%	%	%

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Increase the percentage of students achieving SGPS of 35% or higher (% Proficient Learner & Above) on GADOE Milestone assessments in reference to the state average in each tested content area in each grade (See charts below for specific assessment goals/timeline).

See Below for specific goals on sub-assessments the LEA utilizes to monitor student achievement

Percent of Students with Student Growth Percentiles 35 or Higher for 4th Grade

End of Course Assessments	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Language Arts	58%	60%	63%	66%	70%	75%
Actual	46%					
Mathematics	50%	53%	57%	61%	65%	70%
Actual	39%					
Science	61%	63%	66%	69%	72%	75%
Actual	41%					
Social Studies	52%	55%	58%	62%	67%	72%
Actual	37%					

Percent of Students with Student Growth Percentiles 35 or Higher for 5th Grade

End of Course Assessments	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Language Arts	58%	60%	63%	66%	70%	75%
Actual	57%					
Mathematics	50%	53%	57%	61%	65%	70%
Actual	39%					
Science	61%	63%	66%	69%	72%	75%
Actual	32%					
Social Studies	52%	55%	58%	62%	67%	72%
Actual	24%					

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Increase the percentage of students achieving SGPS of 35% or higher (% Proficient Learner & Above) on GADOE Milestone assessments in reference to the state average in each tested content area in each grade (See charts below for specific assessment goals/timeline).

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action/Strategies Include description of SWP 2,7,9,10	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Instruction Standard 7: Provides feedback to students on their</p>	All	<p>Make clear what is meant by high expectations for all students and teachers.</p> <ul style="list-style-type: none"> *Maintain a sense of urgency by leading faculty in the use of relevant data in all content areas *Use universal screeners and benchmark data to revise and inform instruction *Use of Academic Coach in ELA, math and technology a. Use of Scholastic Reading Inventory (SRI) Screener 3X a year, DIBELS, & I-Ready b. Utilization of data to structure and revise Response to Intervention Groups (RTI) at regular intervals throughout the year <p>Monitor, provide feedback, and support the implementation of:</p> <ul style="list-style-type: none"> *Classroom data will be displayed on data walls/data notebooks for weekly collaboration *Collaborative planning that uses structured protocols and produces effective lesson plans a. Facilitate collaborative planning within content areas, among similar course numbers, and throughout vertical 	Individual Student Progress, Collaborative Planning documentation, meeting and professional learning logs	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> *Knowledge of implementation status for actions, strategies, and interventions in the content areas *Clear guidance and implementation of Collaborative Planning, monitoring and supporting teacher engagement in the process <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> *Understanding of the results of data findings and changes needed to impact student learning *Awareness and 	Weekly Collaborative Planning observations by School Leaders providing specific feedback to teachers as aligned to the Collaborative Planning documentation in the areas of student work, data review, and best practices. Monthly data reports to Leadership Team	

<p>performance on the standards or learning targets</p>		<p>courses in regular education, special education, and gifted education</p> <ul style="list-style-type: none"> *Delivery of Georgia Standards of Excellence (GSE) *Utilization of assessment data to ensure teaching and learning aligns to the GSE. <p>b. Use of SLDS</p> <ul style="list-style-type: none"> *Utilize the data to implement and monitor interventions <p>Group students not meeting standards according to assessment results and assign them to instruction that occurs before, during and after school.</p> <ul style="list-style-type: none"> *Provide data determined safety nets that will address specific domains and track student growth <p>a. Differentiated Reading Block</p> <p>b. Intervention Period</p> <ul style="list-style-type: none"> *Daily intervention up to an hour based on student needs *Part-time interventionist with main focus K-2 *Computer based intervention programs <ul style="list-style-type: none"> *Provide professional learning as needed to support programs and strategies utilized for extended learning and safety nets 		<p>internalization of what is expected of Collaborative Planning and the implementation of the rubric</p> <p>Students Demonstrate:</p> <ul style="list-style-type: none"> * Knowledge of goals and expectations <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> *Knowledge of student expectations in reading and math *Knowledge of student progress and areas needing improvement 	<p>concerning student progress in content areas, noting especially those students in the lowest quartile</p> <p>On-going professional learning for teachers in the implementation of the GSE in the content areas</p> <ul style="list-style-type: none"> *Students manipulate data wall based on progress 	
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SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Provide an optimal school environment; provide a healthy school environment.

Improve the School Climate Star Rating to a rating of 4 by increasing the percentage of affirmative responses on the student, teacher, and parent perception surveys, decreasing the discipline suspension rate, and increasing the average daily attendance of teachers, administrators, and staff members and the percentage of the students with less than six unexcused absences (See below for specific

goals/timeline).

Add attendance charts with goals here.

Student Attendance:

Percent of students missing fewer than six days according the CCRPI Indicator

	2015 Attendance	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Students	96%	96%	97%	97%	97%	97%
Actual Rate	66.7%	%	%	%	%	%

School Wide Percent Attendance of Teachers, Leaders, Certified Staff, and Students according to Climate Star Ratings

	2015 Attendance	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Teachers (Personnel)	95%	95%	%	%	%	%
Actual Rate	98.8%	95%	%	%	%	%
Leaders	96%	96%	%	%	%	%
Actual Rate	99.6%	99.6%	%	%	%	%

Certified Staff	94%	94%	%	%	%	%
Actual Rate	9%	94%	%	%	%	%
Students	95%	75%	%	%	%	%
Actual Rate	96%	67%	%	%	%	%

Add discipline charts with goals here.

Percentage of Students NOT Receiving OSS and ISS

	2015 OSS/ISS	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
OSS Days	75%	80%	85%			
Actual #	85%	82%				
ISS Days	75%	80%	85%			
Actual #	93%	86%				

Discipline Area Score of Climate Stars

Discipline Score	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Cox Elementary	94	95	95				94
Actual	94	92					

Add charts regarding survey data and goals here.

Increase the Parent Survey Score on the Survey Section of the Climate Star Ratings

	2014	2015	2016	2017	2018	2019	2020
Target	82	82	83	84	85	86	87
Actual Score	81	81					

Provide an optimal school environment; provide a healthy school environment.

Improve the School Climate Star Rating to a rating of ___ by increasing the percentage of affirmative responses on the student, teacher, and parent perception surveys, decreasing the discipline suspension rate, and increasing the average daily attendance of teachers, administrators, and staff members and the percentage of the students with less than six unexcused absences (See below for specific goals/timeline).

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Planning and Organization 3: Monitors implementation of the school improvement plan and makes adjustments as needed</p> <p>Family and Community Engagement 1: Creates an environment that welcomes, encourages, and connects family and community members to the school</p> <p>School Culture 4: Supports the personal growth and development of students</p>	ALL	<p>School Leadership Team develops a comprehensive parent involvement Plan *Complete monthly Federal Programs and Parent Involvement opportunity documentation</p> <p>School Leadership Team develops a comprehensive student attendance plan *Consider ways to establish an inviting learning environment that welcomes and encourages families into the school *Parent involvement nights based on content areas *Encourage family interaction through instructional and seasonal projects *Regular communication to families about attendance and the school expectations *Ongoing adjustments made based on attendance data *Recognition for student attendance</p> <p>The school staff consistently provides a comprehensive system of support to maximize increased attendance:</p>	<p>Family training sessions, daily attendance reports by teacher and grade level, leadership team monthly review of attendance, Online behavior documentation through ABE & Infinite Campus. PBIS handbook</p>	<p>School Leaders Demonstrate: *Monthly submissions related to Federal Programs and Parent Involvement opportunities *Monthly attendance reports to Leadership Team by grade level, teacher and student. *Implement incentives and rewards for improved school attendance *Communication with families of board policy and school expectations *Monthly PBIS meetings & various levels of rewards *Daily reminders of routine behaviors through morning announcements</p> <p>Teachers Demonstrate: *Documenting school to home communication *Understanding of what the board policy is for student attendance *Keep daily class logs</p>	<p>Review of attendance reports and monthly submissions to Federal Programs</p> <p>Regular communication to parents on attendance expectations as well as the data of their own child's attendance</p> <p>Welcoming events to the school to celebrate student attendance</p> <p>Goals and strategies in the attendance protocol continually evaluated by the leadership team as to its effectiveness and adjusting as needed</p> <p>Review of behavior reports quarterly - PBIS -</p>	

	<ul style="list-style-type: none"> *teachers taking attendance *tracking student interventions *substitute protocol *communication with home *address attendance policy with parents at the beginning of the year parent night <p>The school staff will consistently monitor behavior through a school wide behavior management system.</p> <ul style="list-style-type: none"> *PBIS *ABE *Infinite Campus 	<p>with all criteria including a behavior management plan.</p>	<p>accurately depicting student attendance</p> <ul style="list-style-type: none"> *Documenting regular communication with families when absenteeism is impacting learning *Referrals to school counselor and social worker *Monthly PBIS meetings & various levels of rewards <p>Students Demonstrate:</p> <ul style="list-style-type: none"> *Knowledge of the expectation of school attendance and the benefits of attending school regularly *Familiar with school wide behavior system/plan <p>Parents Demonstrate:</p>	<p>adjusted based on grade level needs/problems</p>
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SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Add Achievement Gap and Flag Information here.

Close the achievement gap among subgroups (See Charts below for specific goals/timeline).

ELA	2015	2016	2017
GA All Students	60.3	63.6	66.9
School	28.1	35	42

GA Black	45.1	49.7	54.3
School	23.37	29	35
GA Hispanic	51.3	55.4	59.5
School	29	37	45
GA White	72.8	75.1	77.4
School	50	55	60
GA ED	47.5	51.9	56.3
School	28.14	36	44
GA EL	36.3	41.6	46.9
School	27.9	34	40
GA SWD	31.6	37.3	43
School	29.4	37	45

Science	2015	2016	2017
GA All Students	57.4	61	64.6
School	28.9	38	46
GA Black	38.8	43.9	49
School	20.1	30	40
GA Hispanic	48.3	52.6	56.9
School	33.1	41	49
GA White	72.9	75.2	77.5
School	52.5	58	64
GA ED	44.9	49.5	54.1
School	28.9	38	48
GA EL	36.4	41.7	47
School	32.4	39	46
GA SWD	36.2	41.5	46.8
School	37.1	41	45

Math	2015	2016	2017
GA All Students	63.8	66.8	69.8
School	41.6	45.6	49.6
GA Black	46.2	50.7	55.2
School	34.2	40	46
GA Hispanic	56.7	60.3	63.9
School	48.0	54	60
GA White	77.2	79.1	81
School	50	54	58
GA ED	51.2	55.3	59.4
School	41.6	49	57
GA EL	46.1	50.6	55.1
School	46.2	50	54
GA SWD	36.9	42.2	47.5
School	37.1	41	45

Social Studies	2015	2016	2017
GA All Students	59.7	63.1	66.5
School	23.2	31	39
GA Asian/Pacific	93.4	94	94.6
School			
GA Black	43.5	48.2	52.9
School	16.6	26	36
GA Hispanic	51.1	55.2	59.3
School	26.0	34	46
GA Multi-Racial	64.2	67.2	70.2
School	25	31	37
GA White	73	75.3	77.6

School	41.6	45	49
GA ED	47.1	51.5	55.9
School	23.2	31	39
GA EL	37.7	42.9	48.1
School	25.8	35	45
GA SWD	37.1	42.3	47.5
School	47.6	52	57

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Close the achievement gap among subgroups (See Charts below for specific goals/timeline).

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

<p>Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards revises as needed</p> <p>Assessment Standard 1: Aligns assessments with the required curriculum standards</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p>	<p>See Above</p>	<p>A process to review curriculum documents has been established and is implemented</p> <p>Collected data of student work is consistently analyzed, and the curriculum documents are supplemented as needed at all grade levels</p> <p>Assessments are reviewed during the school year to ensure alignment. Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards</p> <p>Learning targets are evident throughout the lesson and in student work.</p> <p>A tertiary RTI process is developed and implemented to target math and reading gaps with progress monitoring a. Intervention Block Time</p> <p>*Part-time interventionist *Quarterly RTI meetings to review grade level data</p>	<p>Curriculum documents, pacing guides, student work, common assessments, assessment data, benchmarks, grade level meeting notes, leadership team meeting notes,</p>	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Deep understanding of the curriculum that is being taught at each grade level along with the pacing charts • Knowledge of students ongoing progression in each content area <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Clearly communicating the learning targets and the criteria required to master the standards • Clarity of which students are not mastering the standards • Consistent implementation of common assessments and benchmark assessments throughout the school year <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Articulation of the learning targets which is consistent and pervasive • Knowledge of which standards they have mastered and which ones they need to master <p>Parents Demonstrate:</p>	<p>On-going monitoring of articulation of both teachers and students of the learning targets</p> <p>Teachers teaching according to designed curriculum documents and pacing guides at each grade level.</p> <p>Evidence of teachers establishing clear learning targets and success criteria for students</p> <p>Students and teachers collaborate on what is expected and needed for students to attain mastery of standards.</p>	
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SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Expose students to 21st century technology tools and skills; provide staff with appropriate professional development opportunities to grow as 21st century professionals.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

<p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data</p> <p>Professional Learning Standard 2: Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance</p>	<p>ALL</p>	<p>Increasing degree of adoption of appropriate delivery models for learning which include blended, hybrid, and virtual learning opportunities for students.</p> <p>Electronic devices are available in classrooms & labs.</p> <p>School technology plan for inventory acquisition is consistently updated in reference to student achievement goals.</p> <p>*Academic Coach *DIBELS *SRI</p> <p>Learning targets reflect use of technology and student take responsibility for their learning.</p>	<p>Rolls of students registered in online supported programs, Inventory of classroom technology, PL Logs regarding SIS, Chrome Books, GAFE, Mirrosoft365, Collaborative Planning documents referencing student work related to technology S.T.E.M. Lab</p>	<p>School Leaders Demonstrate: *Vision of the changing world in the 21st century and is able to share this vision to prepare students to enter it *Creates processes for collecting and using student data for the improvement of instruction *Model and promote the frequent and effective use of technology for learning</p> <p>Teachers Demonstrate: *Ability to support students in using everyday technology *Capacity to translate PL related to instructional technology in their standards based classroom</p> <p>Students Demonstrate: *Digital fluency, digital etiquette, critical thinking, problem</p>	<p>On-going monitoring of both teachers and students of digital fluency learning targets through classroom visits and evaluation</p> <p>Evidence of teachers utilizing acquired technology that produce meaningful opportunities for students</p> <p>Students can articulate how they use technology to reach learning targets</p>	
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				<p>solving, decision making, research and information fluency, creativity & innovation, technology operations and concepts</p> <p>Parents Demonstrate:</p>		
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Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
RTI: Reading Strategies and Progress Monitoring process	July, 2016- May 2017	School: District: RTI Director	RTI committee meetings and updates to evaluate progress monitoring	RTI spreadsheet and Student Progress Reports	
Common Assessment Development	July, 2016- May 2017	School: District: Curriculum Director(s)	Student Achievement data at the classroom/course # assessments level	Collaborative Planning Minutes regarding assessment result data	
GAFE, MS365, SIS, device Utilization	July, 2016-May 2017	School: District: Instructional Technology Director	Administration use of tools to transmit information and expectation by Administration for teachers to use technology tools is inspected through classroom observation and evaluation	Course assignments recorded in SIS reflect use of technological tools and devices	
Parent Involvement Activities Parent Workshops/Classes	July, 2016-May 2017	School: Cox Elementary District: Colquitt County Federal Programs Director & PIC Tevores Sumlin-	Administrative review of Federal Program documents collected each month prior to submission to central office; administrative/teacher involvement in the planning of activities	Parent Activity Logs Agendas & Minutes of Activities	

		Parent Coordinator			

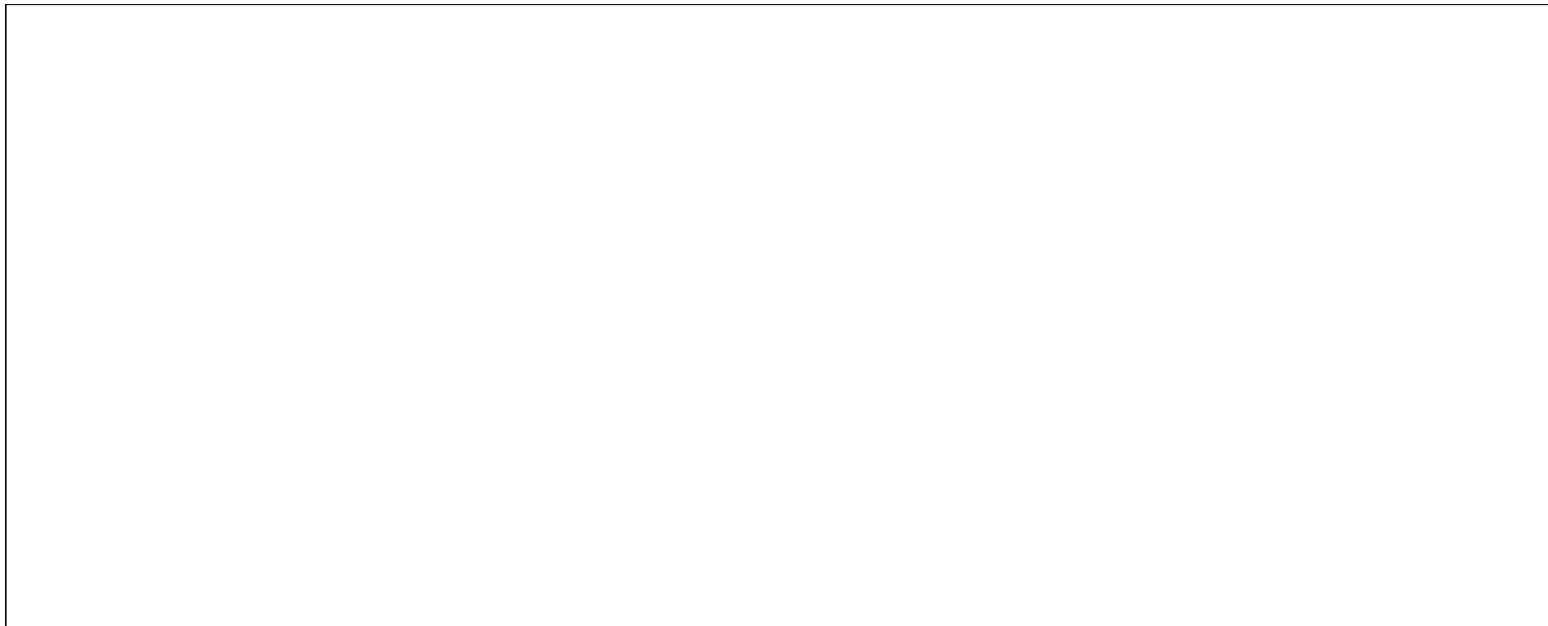
CONTINUED Professional Learning Plan to Support School Improvement Plan
(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
Discipline	July 2016- May 2017	Administrators PBIS Team	PBIS implementation school wide ABE's universal tracking system DOJO behavior tracking system	Student behavior reports 35% Reduction of Behavior Referrals	
Supporting Diverse Learners in the classroom	July 2016- May 2017	ESOL Teachers Academic Coach SpEd Teachers	Ongoing Analysis of diverse student benchmarks ESOL and SpEd constructive feedback for regular education teachers	Individual Student work Teacher evaluations Benchmark data Data Walls	

**Highly Qualified
Staff**
(SWP 3, 5)

All courses are taught by highly qualified staff. If no, explain

X Yes (Yes or no)



List efforts to recruit highly qualified teachers to your school.

- 1. Job Fair**
- 2. Portal (New System)**

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement->

[Services/Pages/default.aspx](#)

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>