

**AdvancED
Standards**
(check all that apply)

- ☐ Purpose and Direction
- ☐ Governance and Leadership
- ☒ Teaching and Assessing for Learning
- ☐ Resources and Support Systems
- ☐ Using Results for Continuous Improvement

**AdvancED
Standard(s)**

Standard 3: Teaching and Assessing for Learning
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.



Annual School Improvement Plan

Continuous Improvement Goal:

Raise the CCRPI Progress points score in Reading from 73% in 2012-2013 to 76% in 2014-2015 and the Social Studies Progress points score from 64.7% in 2012-2013 to 68 % in 2014-2015

SMART Goal: Increase Reading scores school wide

School Name: Chattahoochee Elementary School
School Year: 2014-2015

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timelin e	Resources Needed? Who is Responsible?
2013-2014:Literacy Team consisting of Reading Literacy Coach, EIP Teachers, and ESOL Teachers scheduled to meet with teachers every three weeks to facilitate Data Teams (IST/SST/RTI/Gifted) and support differentiated instruction 2014-2015: Continuation with the addition of EIP	If teachers collaboratively engage in the Data Team process to monitor student progress, then interventions will be supplied with fidelity to students at risk while others will be challenged at appropriate levels. This will result in higher levels of success on the FCS Interims and the CCRPI.	Every three weeks beginning 8/26/13-5/19/14 2013-2015Readi ng conference s with Admin at mid-year and end of year	Literacy Team, Grade Chairs, teachers

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teachers leading SST meetings			
2013-2014: Grade Level Power Planning every week for job embedded professional learning; ITS and Literacy Team supports the learning with ITeam members leading the learning	If teachers collaboratively engage in lesson planning with Literacy Team facilitation then students will achieve at higher levels on the FCS Interims, SLO's and the CCRPI.	Every three weeks beginning 8/26/13-5/19/14 8/7/14-	Literacy Team, Grade Chairs, teachers

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AdvancED Standard(s)

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2014-2015: Addition of F and P 3 x yearly and monthly running records for data driven instructional planning	If teachers use data generated by monthly running records to group students into skill based groups then students will achieve at higher levels on the FCS Interims and the CCRPI.	5/22/15	



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AdvancED Standard(s)

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
Standard 3: Teaching and Assessing for Learning The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	2013-2014: Vertical K-2 implementation of Reading Horizons phonics program 2014-2015: K-2 students break out into phonics groups based on universal screening and F and P levels for differentiated instruction	8/12/13 - 5/23/14 8/7/14- 5/22/15	Reading Horizons Teacher materials K-2 Homeroom and Support Teachers and Paras

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AdvancED Standard(s)

Standard 3: Teaching and Assessing for Learning
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SMART Goal: Increase Reading scores school wide

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Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
2013-2014: K-5 Implementation of Daily 5 Guided Reading structure for balanced reading instruction. 2014-2015: Addition of Café book study for implementation of the organizational, skill groups, and student conferencing portion of guided reading.	If K-5 Homeroom and support teachers follow the Daily 5 and Café structure during the scheduled Literacy block, students will receive differentiated reading instruction in the content areas and students will achieve at higher levels in reading on the FCS Interims and the CCRPI.	8/12/13 - 5/23/14 8/7/14- 5/22/15	Leveled Readers County support in training K-5 Teachers and Support Personnel Daily 5 and Café book



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SMART Goal: Increase Reading scores school wide

School Name: Chattahoochee Elementary School
School Year: 2014-2015

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AdvancED Standard(s)

Standard 3: Teaching and Assessing for Learning
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Actions, Strategies and Interventions (Includes Professional Learning Plan)

2013-2014: K-5 Implementation of Daily 5 Guided Reading with reading in the content areas of Science and Social Studies embedded in differentiated group instruction.

2014-2015: Literacy Coach, ITS and Media Specialist are building Instructional Strategy Modules for on line professional development. These

Impact on Student and Adult Behavior ("If...then..." Statements)

If K-5 Homeroom and support teachers follow the Daily 5 structure during the scheduled Reading block and embed reading instruction using Science and Social Studies text then students will achieve at higher levels in Reading, Science and Social Studies on the Progress indicator on the CCRPI and on FCS Interims for Reading.

Timeline

8/12/13 - 5/23/14

8/7/14- 5/22/15

Resources Needed? Who is Responsible?

Leveled Readers in Media Literacy and non-fiction

County support in training

K-5 Teachers and Support Personnel

Strategy Based Modules

Advanced Standards (check all that apply)
Standards (check all that apply)
Governance Purpose and Direction Leadership Teaching and Assessing for Learning <input checked="" type="checkbox"/> Teaching and Resources and Assessing for Learning <input checked="" type="checkbox"/> Support Systems Resources and Using Results for Continuous Improvement
Advanced Standard(s)
Standard 3: Teaching and Assessing for Learning The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.



Annual School Improvement Plan

Continuous Improvement Goal:
 Raise the CCRPI Progress points score in Math from 78% in 2012-2013 to 80% in 2014-2015

SMART Goal Progress Math points school wide
 73% in 2012-2013 to 76% in 2014-2015 and the Social Studies Progress points score from 64.7% in 2012-2013 to 68% in 2014-2015

School Name: Chattanooga Elementary School
School Year: 2014-2015

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
2013-2014: Grades K-5 implementation of Guided Math 2014-2015: Number Talks training with County personnel and ongoing training with Math Coach Math Lab added for grades 3-5. Students attend Math Lab 2 x a week.	If all K-5 Homeroom and Support teachers teach in small differentiated groups for math instruction and involve students in number talks, then students will increase in math efficacy. Results will be evident in FCS Interims and on the CCRPI Progress indicators.	8/12/13 - 5/23/14 8/7/14 - 5/22/15	District Support with math trainings K-5 Homeroom and Support Teachers Math Coach
	the Progress indicator on the CCRPI and on FCS Interims for Reading.		



Annual School Improvement Plan

Continuous Improvement Goal:

Raise the CCRPI Progress points score in Math from 78% in 2012-2013 to 80% in 2014-2015

SMART Goal: Increase Math scores school wide

School Name: Chattahoochee Elementary School
School Year: 2014-2015

AdvancED Standards (check all that apply)

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- ☐ Resources and Support Systems
- ☐ Using Results for Continuous Improvement

AdvancED Standard(s)

Standard 3: Teaching and Assessing for Learning
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
<p>2013-2014: K-5 Training in performance based math tasks.</p> <p>2014-2015: Math Coach during grade level Professional Development models frameworks and CCSS aligned performance based tasks</p> <p>Math Lab added for grades 3-5. Students attend Math Lab 2 x a week.</p>	<p>If K-5 Homeroom and support teachers include daily performance based math tasks in math groups and teach students the process through modeling, small group and individual task performances then students will achieve at higher levels in math on the FCS Interims and student achievement should increase on the CCRPI Progress indicator.</p>	<p>8/12/13 - 5/23/14</p> <p>8/7/14 - 5/22/15</p>	<p>K-5 Teachers and Support Personnel</p> <p>District Support with math trainings</p> <p>Math Coach</p>



Annual School Improvement Plan

Continuous Improvement Goal:

Raise the CCRPI Progress points score in Math from 78% in 2012-2013 to 80% in 2014-2015

SMART Goal: Increase Math scores school wide

School Name: Chattahoochee Elementary School
School Year: 2014-2015

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<input type="checkbox"/> Purpose and Direction
<input type="checkbox"/> Governance and Leadership
<input checked="" type="checkbox"/> Teaching and Assessing for Learning
<input type="checkbox"/> Resources and Support Systems
<input type="checkbox"/> Using Results for Continuous Improvement
AdvancED Standard(s)
Standard 3: Teaching and Assessing for Learning The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
2013-2014: Grade Level Power Planning PD every week for job embedded professional learning; ITS, Math Coach and Literacy Team supports the learning 2014-2015: Literacy and Math support teachers every third week of Power Planning PD	If teachers collaboratively engage in lesson planning with Literacy Team support then students will achieve at higher levels on the FCS Interims and student achievement should increase on the CCRPI Progress indicator.	8/12/13 - 5/23/14 8/7/14 - 5/22/15	Literacy Team, Math Coach, and Grade Chairs

Advanced Standards
(check all that apply)

Standards Direction
(check all that apply)

- ☐ Governance Purpose and Direction
- ☐ Leadership Governance and Teaching and Assessing for Leadership
- ☒ Learning Teaching and Resources and Assessing for Learning
- ☒ Support Systems Resources and Using Results Support for Continuous Improvement Using Results

Advanced Standard(s)

Standard 3: Teaching and Assessing for Learning
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

effectiveness and student learning.



Annual School Improvement Plan

Continuous Improvement Goal: Raise the CCRPI score in Improvements in English Language Arts from 64.7% in 2012-2013 to 67.7% in 2014-2015.
Continuous Improvement Goal:
SMART Goal: Increase Writing scores school wide
Raise the CCRPI Progress points score in Math from 78% School Year 2013-2014 to 80% in 2014-2015
School Name: Chattahoochee Elementary School
School Year: 2014-2015
SMART Goal: Increase Math scores school wide

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
2013-2014: K-5 implementation of Lucy Calkins Common Core Writing Program 2014-2015: K-5 school wide scheduled writing block with grade 3-5 divided into ability groups. SIM Writing strategies implemented in Special	If all K-5 Homeroom and Support teachers follow the Lucy Calkins Writing Program with fidelity, students will increase writing efficacy. Results will be evident in progress shown in student writing samples and rubrics in writing portfolios.	8/12/13 - 5/23/16 Three-five years to see full growth potential, we predict some student growth in 2013-14	Lucy Calkins Writing Program K-5 Homeroom and Support Teachers and Paras Literacy Team
differentiated instruction 2014-2015: Continue plan	This will result in higher levels of success on the FCSS Interims and the CCRPI Progress indicator.		



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Continuous Improvement Goal: Raise the CCRPI score in Progress points in English Language Arts from 64.7% in 2012-2013 to 67.7% in 2014-2015.

SMART Goal: Increase Writing scores school wide

School Name: Chattahoochee Elementary School

School Year: 2014-2015

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AdvancED Standard(s)

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
Education classrooms. Literacy Folders with writing samples, rubrics, and student feedback on each unit. Students will be placed in writing groups grades 3-5 with this data.		8/7/14 - 5/22/15	
Standard 3: Teaching and Assessing for Learning The school's curriculum, instructional design, and assessment practices guide and	Grade Level Power Planning every week for job embedded professional learning; ITS and Literacy Team supports the learning Continuation of 2013-2014 goals for 2014-	If teachers collaboratively engage in lesson planning with Literacy Team facilitation then students will achieve at higher levels as evidenced on student writing samples and Every three weeks beginning 8/26/13-5/19/14 8/7/14 - 5/22/15	Literacy Team, Grade Chairs, teachers, ITS



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Continuous Improvement Goal: Raise the CCRPI score in Progress points in English Language Arts from 64.7% in 2012-2013 to 67.7% in 2014-2015.

SMART Goal: Increase Writing scores school wide

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ensure teacher effectiveness and student learning.	2015	rubrics in the writing portfolios.	
Standard 3: Teaching and Assessing for Learning The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and	Literacy Team consisting of classroom teachers, EIP Teachers, ESOL Teachers and Literacy Coach scheduled to meet with teachers every three weeks to facilitate Data Teams (IST/SST/RTI/Gifted)	If teachers collaboratively engage in the Data Team process to monitor student progress, then interventions will be supplied with fidelity to students at risk while others will be challenged at	Every three weeks beginning 8/26/13-5/19/14 Portfolio conferences with Admin at

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and support differentiated instruction	appropriate levels. This will result in higher levels of success on the Writing portions of assessments and as evidenced on student writing samples and rubrics in the writing portfolios .	mid-year and end of year 8/7/14 - 5/22/15	