2. SCHOOL IMPROVEMENT GOALS

2.1 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve academic achievement and student growth on standardized assessments.
Root Cause # 1	Inconsistent ELA instruction across all grade levels
Root Cause # 2	Achievement gaps, limited vocabulary, and limited exposure and experiences due to socioeconomic status of students
Root Cause # 3	Inconsistent focus on elements at the domain level.
Root Cause # 4	Inconsistent rigor in instructional expectations
Goal	Students will improve academic achievement in all content areas at the domain level by 3% through focused student engagement. (Table of Growth is in available in Sandbox.)

Action Step # 1

Action Step	Tier 1 and Tier 2 instruction is being strengthened by studying and continuing implemention of Mike Mattos techniques during Professional Learning Communities (PLCs). PLCs will determine learning targets, identify priority standards, develop and/or utilize common assessments and analyze data. Students are re-taught and enriched based on individual needs. The Lowndes County Instructional Framework will be studied during PLCs and implemented in classrooms.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES observations, Lesson plans, PLC Minutes, Common Assessments, Rollout Agenda, PLC Data Notebooks, Substitutes for teacher release time for PLC and extended planning, Resources and transportation for after-school tutoring , teacher subscriptions for Planbook.com, IC walk-throughs See academic Growth table in Sandbox

Action Step # 1

Position/Role Responsible	Instructional Coach, Administrators, Teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Coastal Plains RESA, internal PL resources

Action Step # 2

Action Step	Students will set goals and self-monitor lexile growth. Lexile goal attainment is acknowledged and celebrated by students and teachers. Students will complete Study Island modules and earn blue ribbons for mastery of ELA topics. Participate in school-wide book challenge across genres. Volunteers and staff will listen to students read providing one on one support and feedback. Students in each grade level will read daily during a designated time to improve reading stamina. Train teachers on administering Rigby assessments. Utilize Rigby assessment kits and continue organizing leveled readers using Rigby Correlation Guide. Purchase Rigby Readers to supplement levels with inadequate selections. Teachers will use guided reading strategies and leveled readers. Train teachers on guided reading strategies and leveled readers. Saxon Phonics and Spelling will continue to be implemented in grades K-2 and grades K-3 Special Education. At-risk students will participate in after-school ELA tutoring beginning in January. Extracurricular activities targeting ELA will be implemented. An ESOL Breakfast Club will be used for ELs to complete Imagine Learning. Implement Wordly Wise in grades K-5 to target specific vocabulary instruction. Vocabulary mastery is acknowledged and celebrated by students and teachers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 2

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	STAR Early Literacy Reports, IStation Reports, Reading A-Z, Flocabulary, Rigby Readers and Assessment Kits, Wordly Wise Assessments See Lexile data in Sandbox.
Position/Role Responsible	Administrators, Instructional Coach, Teachers
Timeline for Implementation	Weekly

Action Step # 3

Action Step	Teachers in grades 3-5 will work with Glenda Ward to develop an ELA framework. Teachers will utilize LCS writing rubrics for instruction and student conferencing. ELA teachers will horizontally and vertically plan their writing instruction to reduce skill gaps. Teachers will analyze student writing in PLC's. Grades 2-5 will participate in Write Score Assessments. Teachers will group students based on Write Score data for Write Score lesson utilization. Students in each grade level will write daily during a designated writing time.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Write Score, GMAS, Lesson Plans, TKES observation, Salary for substitutes for writing training, Salary of classified staff for enhancing learning opportunities See data in Sandbox
Position/Role Responsible	Administrators, Instructional Coach, Teachers
Timeline for Implementation	Weekly

Action Step	Gallopade (3-5), Social Studies Weekly (K-3), and Social Studies units on the Georgia DoE website will be used to provide Social Studies instruction. Houghton Mifflin Harcourt Science will be used (K-5) to provide science instruction. Students will be encouraged to read non-fiction books emphasizing Social Studies and Science concepts. Teachers will utilize leveled readers about Social Studies and Science concepts during guided reading as much as possible. Students will complete Study Island modules and earn blue ribbons for mastery of topics in Social Studies and Science. Hands on and STEM lab activities will be provided for students regularly to encourage application of concepts. In addition to STEM lab activities, classroom teachers will implement at least 1 Science/Social Studies hands-on or project-based activity per week. Students will have opportunities to participate in STEM night, Science Day, and a Living History Museum. Utilize SMALLab for teaching Social Studies and Science concepts.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster
Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, TKES Observations, Study Island Reports, STEM Lab supplies, Science Day supplies, substitutes for release time for staff professional learning, Resources for showing Social Studies and Science content during lunchtime See Social Studies and Science data in Sandbox
Position/Role Responsible	Administrators, Instructional Coach, Teachers
Timeline for Implementation	Weekly

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student attendance rates.
Root Cause # 1	Limited number of opportunities for family/community engagement and communication.
Root Cause # 2	Reduced effectiveness from the existing student absence protocol.
Root Cause # 3	Identify reasons for absences.
Goal	The percentage of students with less than or equal to six absences will be increased. (Data will be taken from SLDS Attendance Reports.)

Action Step # 1

Action Step	•Student attendance will be monitored closely and incentives for perfect attendance will be provided through PBIS. •Teachers and office staff will contact parents regarding consecutive or excessive student absences and encourage good attendance habits. •Parent attendance contacts will be documented on the Infinite Campus Contact Log.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Attendance Reports from Infinite Campus See attendance data in Sandbox
Position/Role Responsible	Teachers, School Resource Office, Receptionist
Timeline for Implementation	Weekly

MBE SIP Table

<table>
<tr><td rowspan="8">Lexile Targets</td><td colspan="7">Reading Growth Targets: <u>1st</u>/>= 800SS(STAR Early Literacy Report), <u>2nd</u>/535L (STAR Early Literacy Report, <u>3rd</u>/Within Stretch Band 520-820 L/Above 820 (GMAS), <u>4th</u>/Within Stretch Band 740-940 L/Above 940L (GMAS), <u>5th</u>/Within Stretch Band830-1010L/Above 1010L(GMAS)</td></tr>
<tr><td colspan="7">% of Students Meeting Goal</td></tr>
<tr><td></td><td>16-17</td><td>17-18</td><td>18-19</td><td>19-20</td><td>20-21</td><td>21-22</td></tr>
<tr><td>1st</td><td>8.00%</td><td>13.00%</td><td>5.00%</td><td></td><td></td><td></td></tr>
<tr><td>2nd</td><td>26.00%</td><td>13.00%</td><td>20.00%</td><td></td><td></td><td></td></tr>
<tr><td>3rd</td><td>55%/19%/=74%</td><td>53%/25%/=78%</td><td>54%/16%/=70%</td><td></td><td></td><td></td></tr>
<tr><td>4th</td><td>35%/21%/=56%</td><td>50%/20%/=70%</td><td>40%/28%/=68%</td><td></td><td></td><td></td></tr>
<tr><td>5th</td><td>31%/47%/=78%</td><td>25%/48%/=73%</td><td>37%/41%/=78%</td><td></td><td></td><td></td></tr>
<tr><td rowspan="23">Writing Targets</td><td colspan="7">Writing Targets: <u>K</u>/3-5 connected sentences, <u>1st</u>/Write narratives about events in sequence. <u>2nd</u>/Earn a minimum of 2 of 4 points on the Idea Development, Organization, and Coherence portion and 2 of 3 points on the Lanuage Usage and Conventions portion of the Write Score Assessment; <u>3rd, 4th, 5th</u>/Earn a minimum of 2 of 4 points on Extended Writing Task, Idea Development, Organization, and Coherence and a minimum of 2 of 3 points on Extended Writing Task, Lanuage Usage and Conventions on the GMAS and will earn 2 of 4 point on the Narrative Writing Response on the GMAS</td></tr>
<tr><td colspan="7">% of Students Meeting Goal</td></tr>
<tr><td></td><td>16-17</td><td>17-18</td><td>18-19</td><td>19-20</td><td>20-21</td><td>21-22</td></tr>
<tr><td>K</td><td>19.00%</td><td>23.00%</td><td>56.00%</td><td></td><td></td><td></td></tr>
<tr><td>1st</td><td>22.00%</td><td>88.00%</td><td>77.00%</td><td></td><td></td><td></td></tr>
<tr><td>2nd</td><td>NA</td><td>59.00%</td><td>NA, no Spring Write Score admin.</td><td></td><td></td><td></td></tr>
<tr><td colspan="7">Extended Writing Task/Idea Development, Organization, Coherence Portion of GMAS</td></tr>
<tr><td>3rd</td><td>72.00%</td><td>71.00%</td><td>41.00%</td><td></td><td></td><td></td></tr>
<tr><td>4th</td><td>57.00%</td><td>79.00%</td><td>82.00%</td><td></td><td></td><td></td></tr>
<tr><td>5th</td><td>92.00%</td><td>96.00%</td><td>73.00%</td><td></td><td></td><td></td></tr>
<tr><td colspan="7">Extended Writing Task, Language Usage and Conventions Portion of the GMAS</td></tr>
<tr><td>3rd</td><td>61.00%</td><td>77.00%</td><td>39.00%</td><td></td><td></td><td></td></tr>
<tr><td>4th</td><td>73.00%</td><td>75.00%</td><td>78.00%</td><td></td><td></td><td></td></tr>
<tr><td>5th</td><td>83.00%</td><td>91.00%</td><td>74.00%</td><td></td><td></td><td></td></tr>
<tr><td colspan="7">Narrative Writing Response Portion of GMAS</td></tr>
<tr><td>3rd</td><td>25.00%</td><td>41.00%</td><td>50.00%</td><td></td><td></td><td></td></tr>
<tr><td>4th</td><td>33.00%</td><td>52.00%</td><td>57.00%</td><td></td><td></td><td></td></tr>
<tr><td>5th</td><td>37.00%</td><td>39.00%</td><td>73.00%</td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">Social Studies Target</td><td colspan="7">Percent of Students in <u>Grade 5</u> Scoring 2 or 3 on the Social Studies History Domain (GMAS)</td></tr>
<tr><td></td><td>16-17</td><td>17-18</td><td>18-19</td><td>19-20</td><td>20-21</td><td>21-22</td></tr>
<tr><td>5th</td><td>34.00%</td><td>32.00%</td><td>45.00%</td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">Science Target</td><td colspan="7">Percent of Students in <u>Grade 5</u> Scoring 2 or 3 in the Life Science Domain (GMAS)</td></tr>
<tr><td></td><td>16-17</td><td>17-18</td><td>18-19</td><td>19-20</td><td>20-21</td><td>21-22</td></tr>
<tr><td>5th</td><td>66.00%</td><td>52.00%</td><td>63.00%</td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">Attendance Target</td><td colspan="7">Percent of Students Missing Less than 10% of Enrolled School Days</td></tr>
<tr><td></td><td>16-17</td><td>17-18</td><td>18-19</td><td>19-20</td><td>20-21</td><td>21-22</td></tr>
<tr><td></td><td>53.5% (< 6 dats)</td><td>93.43%</td><td>97.19%</td><td></td><td></td><td></td></tr>
</table>

				16/17	17/18	18/19		Weights
ELA	% Lev. 3 & 4	3rd Grade	ELA	39%	51%	37%	***	
Math	% Lev. 3 & 4	3rd Grade	Math	68%	64%	63%	***	
	% Lev. 2 & 3	3rd Grade	Op & Alg Thinking	64%	76%	66%		25%
			Numb & Op	81%	70%	65%		35%
			Meas & Data	65%	71%	61%	***	30%
			Geometry	67%	76%	58%	***	10%
ELA	% Lev. 3 & 4	4th Grade	ELA	35%	48%	54%		
Math	% Lev. 3 & 4	4th Grade	Math	49%	67%	65%	***	
	% Lev. 2 & 3	4th Grade	**Op & Alg Thinking**	51%	78%	58%	***	20%
			Numb & Op, Base 10	59%	74%	75%		20%
			Numb. & Op. Fractions	43%	66%	64%		30%
			Meas & Data	72%	67%	58%	***	20%
			Geometry	54%	64%	68%		10%
ELA	% Lev. 3 & 4	5th Grade	ELA	44%	44%	46%		
Social Studies	% Lev. 3 & 4	5th Grade	Social Studies	30%	32%	39%		
	% Lev. 2 & 3		History	34%	32%	45%		58%
	% Lev. 2 & 3		Geography	44%	45%	51%		12%
	% Lev. 2 & 3		**Government/Civics**	53%	34%	35%	***	15%
			Economics	47%	36%	44%		15%
Math	% Lev. 3 & 4	5th Grade	Math	48%	48%	62%		
	% Lev. 2 & 3	5th Grade	Op & Alg Thinking	56%	47%	55%		10%
			Numb & Op, Base 10	61%	67%	75%		25%
			Numb & Op - Fract	47%	50%	63%		30%
			Meas & Data	50%	59%	60%		20%
			Geometry	59%	56%	54%	***	15%
Science	% Lev. 3 & 4	5th Grade	Science	54%	52%	57%		
	% Lev. 2 & 3		Earth Science	61%	52%	66%		23%
	% Lev. 2 & 3		**Physical Science**	49%	56%	56%	***	35%
	% Lev. 2 & 3		Life Science	66%	52%	63%		42%

2018-2019

% Scoring 3 or 4	MBE	CES	DES	HES	LPE	PGE	WES
3rd							
ELA	37.00%	51.00%	55.00%	58.00%	44.00%	56.00%	46.00%
Math	63.00%	70.00%	59.00%	74.00%	60.00%	75.00%	75.00%
4th							
ELA	54.00%	61.00%	49.00%	54.00%	57.00%	56.00%	59.00%
Math	65.00%	61.00%	60.00%	73.00%	55.00%	67.00%	78.00%
5th							
ELA	46.00%	44.00%	53.00%	64.00%	40.00%	38.00%	52.00%
Math	62.00%	57.00%	57.00%	64.00%	47.00%	36.00%	55.00%
Science	57.00%	60.00%	46.00%	67.00%	48.00%	39.00%	53.00%
Social Studies	39.00%	35.00%	39.00%	47.00%	30.00%	23.00%	42.00%