Step 1: Review 16-17 School Imp. Plan Reflection

Step 2: Executive Summary

Step 3: School Improvement Plan

___ **CCRPI Goal**

___ **Academic/Instructional Goal**

___ **Climate Goal**

Step 4: Continuous, Job-Embedded Prof. Learning Plan

Step 5 (End of the Year): 17-18 School Imp. Plan Reflection

Step 6: Data Team Reflection

2018 Executive Summary

| Continuous Improvement Goals | Learner Profile

(Check all that apply) | | Support from FCS Depts.*

(List all that apply) |
|---|---|---|---|
| **CCRPI Goal** | | | |
| Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. | X

X

X | Pursue Continuous Learning

Exhibit Strong Personal Qualities

Utilize Creative & Critical Thinking | Continued professional learning regarding high leverage instructional strategies for learners of all ability levels. |

		Engage & Contribute Interact Effectively	
Academic / Instructional Goal			
Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments.	X X X X X	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Professional learning regarding high leverage instructional strategies for learners of all levels across content areas. Support with the implementation of personalized/blended learning.
Climate Goal			
Maintain a positive and productive school environment that is conducive to high levels of academic growth and social/emotional learning for all students.	X X X X	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute	Support in expanding the implementation of Science of Character at PGMS. Learning opportunities regarding strategies for addressing students' social/emotional wellbeing. Professional learning regarding integrating the CASEL Competencies into daily

	X		instruction.
		Interact Effectively	

* FCS Departments: *Educational Leadership, Facilities, Finance, Food & Nutrition Services, Human Resources, Operations, Public Information & Communications, Special Education, Student Support Services, Superintendent, Teaching & Learning, Technology & Information Services, and Transportation*

2018 School Improvement Plan

CCRPI Goal:

Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. .

SMART Goal:

1. Increase the percentage of students achieving at the Distinguished level from 26% to 31% on ELA Georgia Milestones EOG Assessments.
2. Decrease the percentage of students scoring the Beginning and Developing level from 24.2% to 20% on ELA Georgia Milestones EOG Assessments.

Actions, Strategies and Interventions *(Includes Prof. Learning Plan)*	Impact on Student and Adult Behavior *("If...then..." Statements)*	Timeline	Resources Needed? Who is Responsible?
Refine the PGMS Data Teams process to address the specific instructional needs of all students.	If we identify the strengths and weaknesses of our students, using multiple data sources, and address those needs through a variety of instructional strategies, then we can affect student growth in tested subjects and improve overall student academic performance.	On-going- School Years 17-18 & 18-19	School administrative team, ILS, ITS, teachers & support staff, system level support staff and content specialists
Develop a PGMS Literacy Action Plan to promote increased writing across all content areas, the creation and use of common rubrics for content areas to provide student feedback, and the infusion of DBQ's and ADI strategies into classroom instruction.	If we develop a valid and effective literacy plan, and implement it with fidelity, then students will demonstrate overall improvement in literacy as measured by Georgia Milestones Assessments and other academic metrics.	On-going- School Years 17-18 & 18-19	School administrative team, ILS, ITS, teachers & support staff, system level support staff and content specialists

Describe how your SMART Goal will be monitored throughout the year:

The goal will be monitored through the Data Teams process, meetings of the PGMS Literacy Vertical Team, professional learning plan feedback, leadership team monitoring throughout the school year, and through classroom observations.

Academic / Instructional Goal:

Increase student achievement, inclusive of growth, in Math and ELA as measured by the Georgia Milestones Assessments

SMART Goal:

1. Students reading at or above grade level will increase from 93.94% to 96% as measured by the Lexile rating generated from the Georgia Milestones ELA EOG Assessment.

2. The percentage of students in the Remediate and Monitor categories for the Writing and Language Domain of the Georgia Milestones ELA EOG Assessments will decrease from 25% to 20% for each category.

3. The percentage of students scoring in the proficient and distinguished learner performance band will increase from 83% to 85% as measured by the Georgia Milestones EOG Assessments.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
Measure current Lexile levels of all students to determine instructional needs and target instruction to promote academic growth and increase student reading levels.	If we measure current Lexile levels and use the data to inform instruction, then teachers will have the information necessary to provide appropriately rigorous instruction for all students.	On-going- School Years 17-18 & 18-19	School administrative team, ILS, ITS, teachers & support staff, system level support staff and content specialists
Collaborate with system content specialists and support personnel to assess instructional alignment between content standards and the FCS Learner Profile . ● Provide feedback from non-evaluative	If we collaborate with resource personnel to improve instructional practices and classroom strategies, based on observations and current student data, then classroom instruction will improve to positively impact outcomes for	On-going- School Years 17-18 & 18-19	School administrative team, ILS, ITS, teachers & support staff, system level support staff and content specialists

walkthroughs for teachers individually and through vertical content teams. ● Work with content teams to address team goals and implement a plan of action.	students.		

Describe how your SMART Goal will be monitored throughout the year:

The goal will be monitored through the Data Teams process, meetings of the PGMS Literacy Vertical Team, content vertical teams meetings, Professional Learning Community(PLC) meetings, collaboration with FCS content specialists, professional learning plan feedback, leadership team monitoring throughout the school year, and through classroom observations.

Climate Goal:

Maintain a positive and productive school environment that is conducive to high levels of academic growth and social/emotional learning for all students.

SMART Goal:

Piney Grove will maintain a 5 star rating through the 2018-2019 school year as measured by the Georgia Department of Education School Star Climate Rating System.

School Name: Piney Grove
Due 1/12/18 to Support Director

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
Incorporate the Science of Character themes throughout the year, school wide. Provide PL for teachers/staff regarding SEL.	If all school staff, students, and parents use a consistent framework for addressing character education, that strengthens of students' social/emotional health, then student will have a powerful support system in which to thrive academically and personally.	On-going- School Years 17-18 & 18-19	School administration team, counselors, school student advisory panel, Science of Character Design Team & LSC
In order to build and maintain stronger student/teacher relationships, all available student data will be analyzed, inclusive of Career Cruising, attendance, student feedback on school climate measures, and interest surveys to find trends revealing how our school can better serve students' individual needs and personalize learning.	If students' individual needs are determined and proactively addressed, then they will make positive gains academically and personally.	On-going- School Years 17-18 & 18-19	School administration team, counselors, school student advisory panel & leadership team
Enhance communication through school channels to promote positive school experiences and student activities.	If all avenues of communication are consistently leveraged, the school community will have an enhanced opportunity to be informed in support of school goals and student educational progress.	On-going- School Years 17-18 & 18-19	School administration team, ITS, Innovative Learning Specialist, leadership team & grade level leaders

Describe how your SMART Goal will be monitored throughout the year:

The goal will be monitored by reviewing all available data periodically through the PGMS Data Teams process, at leadership team meetings, through faculty, student, and parent feedback, and through the analysis of CCRPI data, including attendance data trends.

Continuous, Job-Embedded Professional Learning Plan

Professional Learning Goal(s):

To:

- Refine writing expectations across all content areas and promote increased writing opportunities for all students.

- Increase the use of DBQs in social studies and ELA.
- Promote higher order thinking skills and problem solving across content areas for students of all ability levels.
- Increase daily opportunities for personalized learning for all students.
- Refine PGMS Data Teams processes to address specific student learning needs to promote academic growth.
- Promote teacher leadership and a shared governance model to make school-wide instructional and organizational decisions.

Timeline: Dates and Times (Add/modify as needed; however, there is no need to total contact hours.)	Professional Learning Actions, Strategies and Interventions	Impact on Student and Adult Behavior ("If…then…" Statements)	Connection to Continuous Improvement Goal(s):
7/25/18	System NEO, Technology/Itslearning, PGMS Basics & Mentor Collaboration	If educators new our school/system are provided with guidance, support, and collaborative professional learning opportunities, then they will have a positive and productive transition experience.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments. Maintain a positive and productive school environment that is conducive to high levels of academic growth and social/emotional learning for all students.

7/26/18	Mentor Collaboration, PGMS Basics with Admin & Planning for Instruction	If educators new our school/system are provided with guidance, support, and collaborative professional learning opportunities, then they will have a positive and productive transition experience.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments. Maintain a positive and productive school environment that is conducive to high levels of academic growth and social/emotional learning for all students.
7/31/18 & 8/1/18	TKES Training/Orientation, ItsLearning, PSC Ethics Information, Mandated Reporter, Suicide Prevention, Counselor Information, Personalized learning Overview	If we effectively model a personalized learning approach for our staff professional development, including the use of data about teachers' needs and growth areas, feedback on the sessions we have provided, learning style inventories and multiple methods for the delivery of professional learning, including but not limited to whole/large group, small groups based on choice/interest and one-to-one coaching, then teachers will be better equipped to implement these approaches in, their classroom instruction for the benefit of their students.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments. Maintain a positive and productive school environment that is conducive to high levels of academic growth and social/emotional learning for all students.

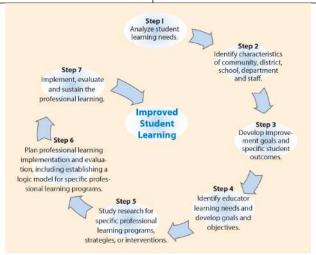|			
7/2/18	Teach Like a Pirate Book Review an Team Presentations	If students are authentically engaged in rich learning experiences, then student achievement and growth will increase.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments. Maintain a positive and productive school environment that is conducive to high levels of academic growth and social/emotional learning for all students.
Once per Semester as Scheduled by Team	Collaborative Planning Teams (Content Team PLCs)	If teams are provided with the time and resources to work collaboratively together to plan for high quality instruction, then students will receive enhanced, data driven learning opportunities.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments.

10/25/18	CASEL Competency Training with Debbie Smith	If we create a positive and productive school environment that is conducive to high levels of academic growth, then students will be able to experience personal and academic success.	Maintain a positive and productive school environment that is conducive to high levels of academic growth and social/emotional learning for all students.
9/6/17, 11/15,11/27	School City Training with County Support (Angela Burgess) and Jim Wiles	If we use a variety of data sources coupled with targeted professional learning to ensure that students' specific instructional needs are met, then student engagement and achievement will increase, positively impacting academic outcomes.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments.
10/9/17	ESL Training from County	If we provide EL students with specific instructional strategies to support academic language acquisition, then their achievement and growth will increase.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments.
10/20/17	FCS DCD PGMS DCD Trainings: ItsLearning Planner Guidelines/tips; Google Forms & Padlet; NewsELA	If technology is leveraged to support high quality instruction, then students will have greatly expanded learning opportunities.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement,

			inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments.
11/2/17 & 11/3/17	DBQ Training for all Social Studies and ELA teachers that had not be previously trained	If teachers regularly use instructional strategies that require students to evaluate, analyse, and synthesise information, then students will expand their critical thinking and higher order thinking skills.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments.
11/30/17	Target Training Overview in ELA Vertical Meeting- (Target Training to increase student rigor) Came directly from County Support (Robin Elmore) walk-throughs	If classroom instruction, driven by learning targets, is matched to standards, then students will experience learning that is aligned to the level of rigor required to achieve at higher academic levels.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments.
11/30, 1/22, 2/26, 3/19	5 Principles of Personalized Learning: Building Foundational Readiness with County Support (Kayla Duncan)	If we use a variety of data sources coupled with targeted professional learning to ensure that students' specific instructional needs are met, then student engagement and achievement will increase, positively impacting academic outcomes.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments.

			Maintain a positive and productive school environment that is conducive to high levels of academic growth and social/emotional learning for all students.
1/10/18	Narrative Writing Training: Highlighting Target aligned instruction that matches Gradual Release Model- All ELA teachers	If classroom instruction, driven by learning targets, is matched to standards, then students will experience learning that is aligned to the level of rigor required to achieve at higher academic levels.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments.
1/8/18	All students took Learner Profile (PL Principle Student Ownership)	If we gather student information that reveals how students feel about attending our school,, then we will be better able to support their specific needs and enhance their overall school experience.	Maintain a positive and productive school environment that is conducive to high levels of academic growth and social/emotional learning for all students.
2/20/18	FCS DCD PGMS DCD ● SIP Action Plan Development ● School Change and Improvement Activity (PLCs) ● Vertical Team Meetings	If all staff members are included in crafting the PGMS Action Plan for the SIP, then all students members will have ownership in the improvement process and implementation of the plan of improvement.	Increase 4% (68% to 72%) the number of students in grades 6-8 achieving high or typical growth as measured by the Georgia Milestones EOG Assessment. Increase student achievement, inclusive of growth, in math and ELA as measured by the Georgia Milestones Assessments.

			Maintain a positive and productive school environment that is conducive to high levels of academic growth and social/emotional learning for all students.
5/29 & 5/30/2018	Staff collaboration, celebration and debriefing regarding implementation of The Science of Character	If all school staff, students, and parents use a consistent framework for addressing character education, that strengthens of students' social/emotional health, then student will have a powerful support system in which to thrive academically and personally.	Maintain a positive and productive school environment that is conducive to high levels of academic growth and social/emotional learning for all students.

Step 1 — Analyze student learning needs.
Step 2 — Identify characteristics of community, district, school, department and staff.
Step 3 — Develop improvement goals and specific student outcomes.
Step 4 — Identify educator learning needs and develop goals and objectives.
Step 5 — Study research for specific professional learning programs, strategies, or interventions.
Step 6 — Plan professional learning implementation and evaluation, including establishing a logic model for specific professional learning programs.
Step 7 — Implement, evaluate and sustain the professional learning.
Improved Student Learning

2017-18 School Improvement Plan Reflection

Please provide a short reflection summary for each goal listed below. *(Did you meet your goals? Why or why not? What were your strengths /*

weaknesses? Did you monitor your goals throughout the year? If so, then how? Did you revise your goals throughout the year? If so, then why? What can be improved?)

CCRPI Goal

Academic / Instructional Goal

Climate Goal

Data Teams Reflection

School Name: Piney Grove
Due 1/12/18 to Support Director

Process:

Impact on Instruction/Achievement: