Thomasville City Schools

FIVE SCHOOLS   **ONE MISSION**

1900

Opening Windows of Opportunity for World Class Leaders

J. K. Harper Elementary School

SCHOOL IMPROVEMENT PLAN

Dr. John D. Barge, State School Superintendent
July 2013

2014 – 2015 School Year
School Improvement Team

Name	Position/Role*
Catherine Swain	Principal
Vanessa Singley	Literacy Coach
Kameon Hadley	Kindergarten
Raquel Lundy	First Grade
Kelly Ellis	Second Grade
April Hadley	Third Grade
Zana Spell	Fourth Grade
Pamela Ross	Fifth Grade
Amelia Parker	Special Education Lead Teacher
Tracy House	Pre-K Parent Involvement Coordinator
Unetkia Sales	Counselor

SCHOOL IMPROVEMENT PLAN

School Name: *Harper Elementary School*	**District Name:** *Thomasville City Schools*
Principal Name: *Catherine Swain*	**School Year:** *2014 - 2015*

Title I Schoolwide Program	**X**	Title I Targeted Assistance	☐	Non-Title I School	☐

ESEA WAIVER ACCOUNTABILITY STATUS

(Check all boxes that apply and provide additional information if requested.)

Priority School (SIG) ☐	**Priority (Graduation Rate)** ☐	**Priority (Achievement)** ☐

Alert School ☐		**Focus School** ☐	
Subject Alert ☐	List Subject(s)	Graduation Gap ☐	List High and Low Sub-Groups with Percentages:
Sub-Group Alert ☐	List Sub-Group(s)	Achievement Gap ☐	List High and Low Sub-Groups with Percentages:
Graduation Alert ☐	List Sub-Group(s)		

Principal's Signature:	**Date:**
Title I Director's Signature:	**Date:**
Superintendent's Signature:	**Date:**

School Mission
The mission of J.K. Harper Elementary School is to provide a quality education that promotes lifelong learning for each student.

School Goal
The goal of Harper Elementary School's instructional program is to attain high academic achievement for all students.

Goal 1: Student Achievement

SMART Goals:
- *Increase the school's 2015 CCRPI score by 5 points, from 59.5 to 64.5.*
- *Earn 100% participation of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 career clusters.*
- *Increase by 10 percentage points the number of students in grade three earning a Lexile score equal to or greater than 650 and grade five a score equal to or greater than 850.*

Current Performance Data

2014 CRCT Achievement Data   *(Does Not Include Retest Data)*

Third Grade

	Reading	ELA	Math	SC	SS
Number Tested:	65	65	65	65	65
Did Not Meet	14.0%	18.0%	22.0%	37.0%	20.0%
Meets	55.0%	71.0%	52.0%	54.0%	69.0%
Exceeds	31.0%	11.0%	26.0%	9.0%	11.0%
M + E Combined	86.0%	82.0%	78.0%	63.0%	80.0%

Fourth Grade

	Reading	ELA	Math	SC	SS
Number Tested:	61	62	62	64	64
Did Not Meet	14.0%	23.0%	34.0%	45.0%	30.0%
Meets	55.0%	68.0%	47.0%	33.0%	53.0%
Exceeds	31.0%	10.0%	19.0%	22.0%	17.0%
M + E Combined	86.0%	78.0%	66.0%	55.0%	70.0%

Fifth Grade

	Reading	ELA	Math	*SC*	*SS*
Number Tested:	**46**	**46**	**46**	**46**	**46**
Did Not Meet	7.0%	7.0%	13.0%	24%	28.0%
Meets	63.0%	65.0%	57.0%	57.0%	61.0%
Exceeds	30.0%	28.0%	30.0%	20.7%	11.0%
M + E Combined	**93.0%**	**93.0%**	**87.0%**	**77.7%**	**72.0%**

SWD

	Reading	ELA	Math	*SC*	*SS*
Number Tested:	**6**	**7**	**7**	**9**	**9**
Did Not Meet	50.0%	71.0%	86.0%	100.0%	78.0%
Meets	50.0%	29.0%	14.0%	0.0%	22.0%
Exceeds	0.0%	0.0%	0.0%	0.0%	0.0%
M + E Combined	**50.0%**	**29.0%**	**14.0%**	**0.0%**	**22.0%**

2014 Georgia Writing Assessment Achievement Data

Fifth Grade

	2013	2014
Did Not Meet	57.0%	28.0%
M + E Combined	**43.0%**	**71.0%**

Mean Scale Score	School	System	State
2013	189	207	215
2014	200	211	214

CCRPI Lexile Data

Increase the percent of third, fourth and fifth grade students achieving Lexile targets.

- *Increase the percent of third grade students earning a Lexile score equal to or greater than 650 from 29.2 % to 39.2 %.*
- *Increase the percent of fifth grade students earning a Lexile score equal to or greater than 850 from 34.8 % to 44.8 %.*

	2013
Grade 3 (Equal or greater than 650)	29.2%
Grade 5 (Equal or greater than 850)	34.8%

Lexile data for 2014 will be reported when CCRPI reports are released.

Career Awareness Lessons

Increase the participation rate of students in grades 1-5 completing Career Awareness Lessons.

- *Increase the participation rate of all students from 89.2% to 100.0 %.*

School Keys Strands	Actions, Strategies, and 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
Curriculum Planning, Instruction , Assessment	Continue to utilize Learning-Focused Schools model and the Common Core Georgia Performance Standards/Georgia Performance Standards to plan standards-based lessons in all core content areas	August - Ongoing	SWGA RESA, PD 360, Various instructional materials, Technology supplies, Learning-Focused resources, GaDOE Unit Frameworks, Substitute teachers, Consultants	Principal, Literacy Coach, Teachers, Curriculum Director, SWGA RESA, Consultants	Lesson plans/Units, Student work with teacher commentary, TKES/Observation data, Posted standards, Content maps, Collaborative planning agendas /materials/ minutes, Professional development agendas/materials/ sign-in sheets, Failure Reports/ notices	Teachers can explain how CCGPS/GPS impacts instructional planning. Increased performance on formative and summative assessments (Georgia Milestones, GKIDS, ITBS, DIBELS and Benchmark assessments). Decreased number of students receiving failure notices for each nine-week period.
Professional Learning, Assessment	Provide job embedded professional learning on the Formative Instructional Practices (FIP) developed by the Georgia Department of Education	August - 2016	Various professional learning materials, Technology supplies	Principal, Literacy Coach, Teachers, Curriculum Director	TKES/Observation data, Posted standards, Content maps, Collaborative planning agendas /materials/ minutes, Professional development agendas/materials/ sign-in sheets	Teachers can explain how formative assessment data are used to plan/adjust instruction.
	Deepen teachers' understanding of TKES to include the Student Growth Percentiles and Teacher Effectiveness Measurement	August - Ongoing	Training materials, Substitute teachers, Consultants' Fees	Principal, Literacy Coach, Teachers, Curriculum Director, Consultants	TKES/Observation data, Collaborative planning agendas / minutes, Professional development agendas/ sign-in sheets	Teachers can explain how formative assessment data are used to plan/adjust instruction.

School Keys Strands	Actions, Strategies, and 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
Curriculum Planning, Instruction , Assessment	Implement with fidelity standards-based classrooms with emphasis on the instructional frameworks and the formative instructional practices. • **Opening**: Present standards/elements ("I Can" statements), discuss essential questions and activate learning. Use LOTS (language of the standard) and on-going formative assessments. • **Work Period**: Learning activities or performance tasks aligned to standards. • **Closure**: Use summarization strategies.	August – Ongoing	SWGA RESA, PD 360, Various instructional materials; Technology supplies, GaDOE Unit Frameworks, Substitute teachers, Consultants	Principal, Literacy coach, Teachers, Curriculum Director, SWGA RESA, Consultants	Collaborative planning, agendas/minutes, TKES/Observation data, Lesson plans, Curriculum maps, Student work, Professional development agendas/materials/sign-in sheets, Failure Reports/notices	School leaders and teachers can articulate what standards-based teaching entails. Students can explain what happens during each part of the instructional framework. Students can communicate learning goals. Decreased number of students receiving failure notices for each nine-week period. Increased performance on formative and summative assessments.
	Utilize various research-based resources to develop critical thinking skills along with addressing the major shifts in the Common Core State Standards which include improving students' ability to make inferences and answer questions citing textual evidence and build knowledge through content-rich nonfiction.	August – May	SWGA RESA, PD360 Thematically connected texts, Coach books, Studies Weekly, Gallopade, Istation, Dinah Zike Resources, Weekly Readers, Library books, Renaissance Place, Teachers-Pay Teachers, EdHelper, GaOAS,	Principal, Literacy coach, Teachers, Curriculum Director, SWGA RESA, Consultants, Media Specialist	Lesson plans, Curriculum maps, Class sets of extended texts, Student work, Writing tasks aligned to texts, Professional development agendas/materials/sign-in sheets, Failure Reports/notices	Increased performance on formative and summative assessments (CRCT, ITBS and state/local benchmarks). Decreased number of students receiving failure notices for each nine-week period.

School Keys Strands	Actions, Strategies, and 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
Curriculum Planning, Assessment, and Instruction	Gather, analyze and use various types of diagnostic, formative and summative data to identify students' strengths and weaknesses, to plan and adjust instruction, document students' progress toward mastery of standards and provide timely and constructive feedback to both students and parents. (DIBELS Math and Reading benchmarks/ progress monitoring, state/local benchmarks, STAR Reading assessments, Istation, ILearn, SRA Reading and Math, Unit/Lesson/Concept pre-assessments, etc.)	August - Ongoing	Computers, Renaissance Place, Thinkgate, GaOAS, PD360 DIBELS database and materials, Amplify database, Scantron forms, Copy paper, Ink cartridges, Stop watches, SWGA RESA, Substitute teachers, Consultants, IPads, Technology supplies, SLDS	SWAT Team, Principal, Literacy Coach, Reading Mentor, Teachers, Data Team, SWGA RESA, Consultants	Grade-level score boards, Diagnostic data reports, DIBELS Progress monitoring data, RTI documents, Student report cards/progress reports, Assessments, Professional development agendas/materials/sign-in sheets, Data walls, TKES/Observation data, Failure Reports/notices	School leadership, teachers and students can articulate students' strengths and/or weaknesses. Improvement on progress monitoring probes. School staff can discuss plans for remediation and/or acceleration. Decreased number of students receiving failure notices for each nine-week period. Increased performance on formative and summative assessments.
	Utilize research-based instructional strategies to promote rigor and relevance in the curriculum and foster an academically challenging environment. (Co-teaching, differentiated instruction, higher order thinking, Fry phrases, vocabulary development/literacy activities, learning/performance tasks, problem solving, hands-on activities, mental math, number talks, learning centers, technology, content integration and writing across the curriculum)	August - Ongoing	SWGA RESA, PD 360, Florida Center for Reading Research, Technology supplies/devices/ headphones, Various Instructional materials, Ipads/Apps, Substitute teachers, Consultant	Principal, Literacy Coach, Teachers, SWGA RESA, Consultants, Reading Mentor	TKES/Observation data, Lesson plans, Units, Assessments, Student work, Failure Reports/notices, Professional development agendas/materials/ sign-in sheets, Collaborative planning agendas/minutes	Leadership and teachers can discuss the impact of research-based strategies on teaching and learning. Decreased number of students receiving failure notices for each nine-week period. Increased performance on formative and summative assessments.

School Keys Strands	Actions, Strategies, and 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
Curriculum Planning, Assessment, and Instruction	Utilize a variety of resources to enhance and remediate students' reading skills, build fluency and help them utilize comprehension strategies that will enable students to manipulate grade-level texts of appropriate complexity. (SRA Reading Mastery and Corrective Reading, Scott Foresman, Accelerated Reader Program, Istation, Coach books, Walpole and McKenna's Differentiated Small Group Kits, literacy centers, extended and thematically connected short texts aligned with DOE frameworks, leveled texts and online resources/Apps)	August - Ongoing	Teacher materials & reading kits, Florida Center for Reading Research materials (FCRR), Thinkgate Technology supplies, Renaissance Place, GaOAS, Coach/Student workbooks, Leveled/Lexiled books, IPads/Apps, Substitute teachers, Consultants, SWGA RESA	Principal, Literacy Coach, Reading Mentor, Media Specialist, Teachers, SWGA RESA, Consultants	Lesson plans, Flexible grouping charts, Box instruction Assessment data, Leveled books, SRA Reading kits, Differentiated instruction kits, Teacher daily schedules, Failure Reports/notices, TKES/Observation data, DIBELS progress monitoring data, Professional development agendas/materials/ sign-in sheets	Students use effective reading strategies; Increase in reading fluency/comprehension; Increased performance on diagnostic and growth reports. Decreased number of students receiving failure notices for each nine-week period. Increased performance on formative and summative assessments.
	Supplement math instruction with various resources. (iLearn Math, CCGPS Coach Books, Thinkgate, Harcourt technology, GO Math Series, GaOAS, math centers and manipulatives, SRA Number Worlds and Corrective Math)	August - May	Coach Books, Scantron forms, Technology supplies/devices, Thinkgate, Computers, iPads/Apps, Smartboards, Software, Math Resources, Manipulatives, Go Math Materials Substitute teachers	Principal, Literacy Coach, Teachers, Computer lab staff member, Consultants	Lesson plans, Diagnostic reports, Failure Reports/notices, Professional development agendas/materials/ sign-in sheets, TKES/Observation data	Improved student work. Diagnostic reports that reflect student growth. Decreased number of students receiving failure notices for each nine-week period. Increased performance on formative and summative assessments.

School Keys Strands	Actions, Strategies, and 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
Curriculum Planning, Assessment, and Instruction	Utilize the after-school tutorial program for students in grades 3-5 who need additional academic support in math, reading and science.	January-March	Salaries, Snacks, Teaching materials, Computers, Software	Principal, Program coordinator, Teaching staff	Lesson plans, Attendance reports, Observations, Failure Reports/notices, Student permission letters, After-school recommendation forms, Assessment data	Improved student work. Decreased number of students receiving failure notices for each nine-week period. Increased performance on formative and summative assessments.
	Utilize Tier II and III interventions and progress monitoring tools to provide academic and behavioral support to students experiencing difficulties and/or performing below grade level.	August - Ongoing	DIBELS Database& materials, Amplify database, Computers, SRA Number Worlds, SRA Corrective Reading & Math, SRA Reading Mastery, ABE, SWGA RESA, Substitute teachers, Consultants	Principal, Literacy Coach, Teachers, Counselor, Data Team, School psychologist, Special Education Director, Reading Mentor	Meeting minutes, Tier II/III students roster, PM data and probes, Students' BIP, Fidelity checks, Failure Reports/notices, Professional development agendas/materials/ sign-in sheets, TKES/Observation data, Response to Intervention Manual, student RTI files	Leadership and teachers can discuss the impact of interventions on student progress; Improved student work. Decrease in student discipline. Decreased number of students receiving failure notices for each nine-week period. Growth on progress monitoring probes. Increased performance on formative and summative assessments.

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School Keys Strands	Actions, Strategies, and 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
Curriculum Planning, Assessment, and Instruction	Utilize the Writer's Workshop model in grades K-5 to teach the writing, language and speaking and listening Common Core Performance Standards. Integrate writing into all curricular areas (writing across the curriculum). Utilize SRA spelling to explicitly teach students the rules of spelling to remediate writing conventions and mechanics.	August-Ongoing	SWGA RESA, PD360, Various teacher training materials, Various teaching materials, SRA teacher and student spelling materials, Substitute teachers, Consultants	Principal, Literacy Coach, Teachers,	Teacher Writer's Workshop notebooks, Lesson/Unit Plans, TKES/Observation data, Student writing benchmarks/ portfolios, student conference logs, Professional learning agendas/materials, Sign-in sheets	Students are able to communicate effectively in writing and speaking. Improved student writing and spelling. School leaders and teachers can articulate what the Writer's Workshop model entails. Students can communicate what happens during each part of Writer's Workshop.
Professional Learning and Leadership	Provide regular, ongoing collaborative planning to support data-driven instruction. (Review and outline curriculum scope and sequence, analyze student assessment data and classroom work, develop lesson and unit plans, share best instructional practices, resources, lessons and tasks, develop common assessments, discuss effectiveness of lesson plans, share effective behavioral strategies, plan academic and behavioral interventions (RTI), discuss shared readings about research-based best practices, etc.).	August - May	SWGA RESA, PD 360, Substitute teachers, Professional learning supplies, Consultants	Principal, Literacy Coach, Reading Mentor, Teachers, Curriculum Director	Collaborative planning agendas/minutes, Assessment data, Lesson/Unit plans, PL Logs, Curriculum maps/pacing guides, Common assessments, RTI files, Professional learning agendas and materials, Sign-in sheets	Teachers develop common goals that are focused on continued improvement of student performance, professional practice and the achievement of school improvement goals. Quality common assessments, lesson and unit plans. Clear curriculum maps and pacing guides to keep teaching on track.

School Keys Strands	Actions, Strategies, and 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
Professional Learning, Planning & Organization	Use data from student assessments, annual needs assessments, teacher self-assessments, teacher/paraprofessional observations/evaluations, student surveys of instructional practice to plan targeted, on-going professional development for certified and classified staff.	August-July	SWGA RESA, PD360, Needs Assessments, Professional learning books/supplies	Principal, Literacy Coach, Reading Mentor, Curriculum Director, Title I Director, Teachers, Paraprofessionals	System and school-level professional learning needs assessments, Student assessment data, TKES observation data, teacher/staff self-assessment data, Student surveys of instructional practices	Teachers and leaders can justify the need for targeted professional development. Targeted professional learning leads to an increase in student achievement.
	Provide job-embedded/ on-going professional learning with a focus on improving teacher/paraprofessional instructional practices that impact student achievement, (Focus Areas: CCRPI, CCGPS/GPS, Writer's Workshop, differentiated instruction, SLDS, Learning Focused/Standards-Based classroom, Academically challenging environment, intervention strategies, Math strategies, center activities, etc.)	August - July	SWGA RESA, PD360, Needs Assessments, Professional learning books/supplies, Consultants, Substitute teachers	Principal, Literacy Coach, Reading Mentor, SWGA RESA, Consultants, Curriculum Director, Title I Director, Teachers, Paraprofessionals	Professional learning agendas/material sign-in sheets, PL logs, PL needs assessments, Student assessment data, TKES data, Teachers' self-assessment data, Student surveys of instructional practices	Teachers can articulate how ongoing professional learning supports professional growth. Teachers incorporate new learning into classroom instruction.
Leadership, School Culture	Facilitate the implementation and maintenance of a supportive learning environment for teachers and students through efficient management and organization skills.	August - May	SWGA RESA, Consultants, Substitutes, Professional learning/materials, training materials, PBIS/behavior documents	Principal, Literacy Coach, Teachers, Counselor, SWGA RESA, Consultants, PBIS Committee	Student Handbook, Teacher Handbook, PBIS Plan, Discipline forms, Safety Plan, Meeting agendas and minutes (Faculty & Leadership) ABE, Georgia Student Health Surveys, School Climate Rating	Stakeholders can articulate how school is managed. Decrease in attendance and behavior referrals. Decrease in teacher/staff turnover. Positive school climate rating.

Goal 2: Family Engagement

Smart Goal(s): *Increase by 5% family involvement.*

Performance Target:

Fifty percent (50%) of parents will attend a minimum of eight school-sponsored activities.

School Keys Strands	Actions, Strategies, and 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**
Family & Community Engagement, Planning and Organization	Host school-wide/grade level workshops to encourage family support of academic and other school-wide initiatives, i.e. CCGPS Workshops (Literacy and Math), PBIS, Test-Taking Strategies, homework help, science, writing, study skills, etc.	August - May	Parent Materials, Take-Home practice books, Colored Paper, Copier, Ink cartridges, Refreshments, Materials/ supplies for activities	Principal, Literacy Coach, Teachers, Parent Involvement Coordinator	Parent sign-in forms, Agendas/Programs, Pictures, Newsletters/Flyers	Parent can explain how the school keeps parents informed. Parents articulate how they can reinforce skills and concepts at home. Increased participation at workshops/parent engagement sessions.
	Provide additional opportunities for family participation (Open House, PTO Meetings, Family Engagement Nights, Book Fairs, Student Performances, Parent-Teacher conferences, student recognition programs, Grandparent's Day, Muffins for Moms, Donuts for Dads, fundraisers, IEP/504 meetings, classroom volunteers, Parent Leader Committee, Fall Carnival, etc.)	August - May	Incentives Colored Paper, Copier, Ink cartridges Materials/ Supplies for activities, Refreshments	Principal, Literacy Coach, Teachers, Parent Involvement Coordinator	Parent sign-in forms/logs, Parent conference minutes, Newsletters/Flyers, Meeting agendas and minutes, Sign-in sheets, Pictures	Parents articulate how they are active participants in their child's education. Increased participation at workshops/parent engagement sessions.
	Expand PTO membership to give parents and family members opportunities to coordinate school projects and activities.	August - May	None	Principal, PTO Officers, Parent Involvement Coordinator, Teachers	Meeting agendas and minutes, Completed projects, Flyers	Increased participation in all school-sponsored meetings and activities.

School Keys Strands	Actions, Strategies, and 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
Family & Community Engagement, Planning and Organization	Recognize parents/family members for active participation in their child(ren)'s education (certificate of recognition, Parent of the Month Award, Parent of the Month Parking Space, etc.)	August-May	Incentives, Awards/Certificates, Frames, Post Cards, Postage, Parking Sign	Principal, PTO Officers, Parent Involvement Coordinator, Teachers	Visitors' Logs, Sign-in sheets, Pictures	Increased participation in all school activities.
	Collaborate with local businesses to provide rewards and incentives for student accomplishments and door prizes for parents.	August - Ongoing	Incentives	Parent Involvement Coordinator, Business partners, Principal	Program agendas, Parent-sign in forms, Records of rewards and incentive given to students and parents.	Increased performance on formative and summative assessments. Increased student motivation. Decrease in student behavior/guidance referrals.
	Collaborate with local organizations (educational agencies, outreach programs, etc.) to provide academic/behavior/mental health supports and other various resources (parenting classes) for students and parents. (Local churches, Georgia Pines, Vashti, Health Department, Thomas University, Sororities/Fraternities, Backpack Buddies, Bishop Hall, etc.)	August-May	None	Parent Involvement Coordinator, Business partners, Principal, Literacy Coach, Local Colleges/ Universities, Various Outreach programs, Churches	Volunteer Logs, Parent permission forms, Meeting minutes, Sign-in sheets, Thank you letters	Increased performance on formative and summative assessments. Increased student motivation. Decrease in student behavior/guidance referrals.

School Keys Strands	Actions, Strategies, and 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
Family & Community Engagement, Planning and Organization	Extend the school-home literacy program by providing affordable books for parents to purchase in an effort to increase the number of books available in the home.	November and May	Books	Principal, Media Specialist, Literacy Coach	Records of number of books ordered and sold.	Increase in reading comprehension. Increase in number of students meeting monthly reading goals.
	Utilize school-wide and grade-level newsletters, flyers, progress reports, teacher/school websites, agendas, home-school communicators, surveys, and "Good News" postcards to facilitate communication between school and home.	August - May	Newsletters Subscriptions, Colored Paper, Copier, Ink cartridges, Home-School Communicators, Student Planners, Postage, School Envelopes, Postcards, Training on operation of school/class websites	Principal, Literacy Coach, Teachers, Family Services Coordinator, School Webmaster, System Instructional Technology Coordinator	Newsletters/flyers, Progress reports, Report cards, Parent Conference Logs, Parent Contact Logs, Traffic counter for school website, Student planners	Parents and students will explain grade-level expectations. Parents articulate how their child is progressing toward meeting standards.
	Continue to utilize the Georgia School Council and Parent Leaders Committee to provide opportunity for shared decision-making.	Ongoing	Refreshments, Paper products, Postage, School Envelopes	Principal, Parent Involvement Coordinator	Meeting notices, Agendas/minutes, Sign-in sheets, Revised school improvement plans/policies	Stakeholders articulate school goals and areas of improvement

Goal 3: Health and Wellness

Smart Goal(s):

Increase health, nutrition and physical education opportunities for all students through the school nutrition program and health/physical education classes as mandated by Georgia state law.

Performance Target:

One hundred percent of students in Grades K-5 will participate in the required 90 hours of Physical Education/Health instruction.

School Keys Strands	Actions, Strategies, and 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
Curriculum Planning & Instruction	Utilize a GPS-aligned comprehensive Health curriculum to provide students with information, skills, resources, and motivation necessary to take responsibility for their own health.	August – May	Teaching materials	Principal, PE Teacher, Teachers, Cafeteria Staff, School Nurse	Lesson Plans, Curriculum Maps/Pacing Guides, Student Work	Students making healthier choices. Physically fit students.
	Utilize the physical education program to provide physical activity to students for a minimum of two times per week.	August – May	None	Principal, PE Teacher	Lesson Plans, SPECIALS Schedule	Students make physical fitness a part of their daily routine. Improved physical fitness of students.
Planning & Organization	Utilize classroom teachers to provide additional physical activity through structured recess.	August – May	None	Principal, Classroom Teachers	Lesson Plans	Students can explain how structured recess impacts their level of physical fitness.
	Utilize school lunch staff to provide nutritionally balanced meals and snacks (fresh fruit or vegetable) for students.	August – May	None	Director of Food Services, Cafeteria Staff	Choice Menus	Healthier meal choices. Physically fit students
Family & Community Engagement	Continue utilization of newsletters, such as *Nutrition Nuggets*, to increase awareness of health-enhancing behaviors and the benefits of a healthy lifestyle	August – May	Colored Paper, Copier, Ink cartridges	Principal, Teachers	Newsletters	Students/families make healthier food choices. Physically fit students

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School Keys Strands	Actions, Strategies, and 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
Planning & Organization, School Culture	Utilize the Health and Wellness Committee to develop and implement staff fitness program. Provide incentives to staff members for meeting fitness goals. Recognize staff members for participation in physical fitness activities, such as "Move-it Monday", "Walk-it Wednesday", Team Lean, 5K walks/runs, etc. Provide healthy selection of refreshments during meetings and professional learning activities.	August-May	Incentives, Refreshments	Principal, PE Teacher, Staff members, Health & Wellness Committee	Tracking forms	Staff modeling of healthy lifestyle practices. Physically fit staff members.

2013 College and Career Ready Performance Index, Elementary School, Grades K - 5

CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%).
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%).
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%).
4. Percent of students scoring at Meets or Exceeds in science (required participation rate ≥ 95%).
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%).

POST ELEMENTARY SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs.
7. Percent of Students with Disabilities served in general education environments greater than 80% of the school day.
8. Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate ≥ 95%).
9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650.
10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850.
11. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters
12. Student Attendance Rate (%).

PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in Grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) (optional in 2012; required 2013 and beyond) and scoring Meets or Exceeds on all CRCT.
14. Percent of CRCT assessments scoring at the Exceeds levels.

Exceeding the Bar Indicators

In addition to the fourteen (14) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 3 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science and social studies) and scoring at Meets or Exceeds on the Georgia Milestones.
2. Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses.
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification.
3. Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017).
4. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) (operational in 2013-2014)
6. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement: examples include but are not limited to-participation in Charter System status, partner participation in Race to the TOP award, participation in Striving Reader initiative, participation in dual language immersion program, participation in Governor Deal's Early Literacy Initiative, comprehensive implementation of Response to Intervention (RTI) and/or Positive Behavioral Interventions & Supports.

To be included after statewide implementation:

1. School's average score on the Georgia Teacher Effectiveness Measurement
2. School's average score on the Georgia Leader Effectiveness Measurement