



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

NAME OF SCHOOL/PRINCIPAL:

Max. V. Tolbert Elementary School

Mrs. Kederia S. Angland

NAME OF DISTRICT/SUPERINTENDENT:

Gordon County

Dr. Susan Remillard

- Comprehensive Support School* *Targeted Support School* *Schoolwide Title I School* *Targeted Assistance Title I School*
 Non-Title I School *Opportunity School*

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

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
Kederia S. Angland	Principal	
Holly Sisson	Assistant Principal	
Melanie Johnson	Counselor	
Mike Wofford	Math Specialist	
Misty Ritenour	Literacy Specialist	
Shannon Whittenburg	Pre-k Lead	
Stacy Calvert	Kindergarten Lead	
Angela Raley	1 st grade Lead	
Maddie Burns	2 nd grade Lead	
Courtney Vires	3 rd grade Lead	
Jamie Parlo	4 th grade Lead	
Cathy Musacchio	5 th grade Lead	
Cami Marcus	Specials Lead	
Megan Wiley	ESS Lead	
Kacee Smith	Parent	

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: Title I A, McKinney-Vento Homeless, Title IIIA, Title IIA, Title IV, Part A, IDEA, Part B, State Funds, Striving Reader Comprehensive Literacy Grant, Local Funds

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

School Designated as a Focus School ___NO___ (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
Increase the percent of students scoring at developing learner or better on the Georgia Milestones in Reading/ELA by at least 2%.	CCRPI (FY 12, 13, 14, 15) EOG Results from Milestone Testing (FY 14, 15) AdvancED Study (FY 15)	Gen Ed Teachers ESS Teachers ELL Teacher EIP Teacher All Teachers Parents Students Administrators Academic Coaches	Newsletters Website Meetings Compacts School Governance Meetings PTO Meetings Title I State of School Meeting
Increase the percent of students scoring at developing learner or better on the Georgia Milestones in Mathematics by at least 2%.	CCRPI (FY 12, 13, 14, 15) EOG Results from Milestone Testing (FY 14, 15) AdvancED Study (FY 15)	Gen Ed Teachers ESS Teachers ELL Teacher EIP Teacher All Teachers Parents Students Administrators Academic Coaches	Newsletters Website Meetings Compacts School Governance Meetings PTO Meetings Title I State of School Meeting
Increase the number of students testing on grade level using DIBELS, Reading Inventory and AIMSWEB by 5%.	DIBELS BOY, MOY and EOY Data (FY 15 and current data) Reading Inventory BOY, MOY, and EOY Data (FY 15 and current data)	Gen Ed Teachers ESS Teachers ELL Teacher EIP Teacher All Teachers Parents Students Administrators Academic Coaches	Newsletters Website Meetings Compacts School Governance Meetings PTO Meetings Title I State of School Meeting

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

Increase the percent of distinguished/proficient students in Reading/ELA on the Georgia Milestones in grades 4/5 will increase more than 2% at the end of SY 2017 and students in PK - 3rd will increase their academic achievement on the SGA in the area of Reading/ELA to meet the expected 35% growth and exceeding growth of 45%.

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		
Curriculum 1, 2, 3 Assessment 1,2,3,4,5 Instruction 1,2,3,4,5,6,7,8,9 Professional Learning 1,2,3,4,5,6 Leadership 1,2,3,4,5,6,7,8 Planning 1,2,3,4,5 Family Engagement 1,2,3,4,5 School Culture 2,3,4	All Groups EL Subgroup ESS Subgroup ED Subgroup All Ethnic Subgroups Parents Teachers Administrators Academic Coaches	<ul style="list-style-type: none"> FY 17 - Change to team teaching in 4th and 5th to allow for more instructional time with fewer class changes. Teach reading/ELA like it will be tested on EOG Increase parent communication through communication folders, letters, postcards, handouts, and newsletters Extra Support during instructional time in reading and ELA through supplementary instruction from Title I teachers Teachers use common performance tasks, and they utilize the data results of both formative and summative assessments to guide future instruction. All teachers at TES are implementing standards-based classrooms to include the workshop model and posting of the standards with related anchor charts. Teachers will also work to implement research-based best practices and instructional strategies to promote differentiation, high order thinking (DOK), the use of graphic organizers, and both activating and summarizing strategies. Teachers will frequently utilize data results from both formative and summative assessments to drive future implementation the curriculum. Update plan including strategies that will meet the academic needs of all of our students; put special focus on the students who are at risk in our subgroups, lowest 25%, students who are not making progress. Test Prep materials Continue Differentiated Instruction Offer enriched and accelerated core content classes in mathematics, reading/ELA, science and social studies. Pre-k will plan with kindergarten to ensure upcoming students are ready 	<ul style="list-style-type: none"> *Extra Supplemental Teaching Positions (Rdg, Sci, Math) *RTI and Pyramid of Interventions *Lucy Calkins Writers Workshop *Lucy Calkins Readers Workshop *SLDS Usage *Study Island Usage *Moby Max Usage *Lesson Plans *Professional Learning Logs *Parent Conference Sign in Sheets *Use of Classworks 	<p>School Leaders Demonstrate: Knowledge of data</p> <p>Teachers Demonstrate: Student growth at 35% or above for high/expected</p> <p>Students Demonstrate: *Improved results in 3-5 Reading/ELA *Improved results in 3-5 Reading/ELA *Improved results on MOY/EOY DIBELS K-5 *Improved results on MOY/EOY RI 3 - 5</p> <p>Parents Demonstrate: Understanding of student data during parent conferences</p>	<p>Performance Assessment results at 12 and 24 weeks for Reading, ELA, 1st - 5th</p> <p>EOG Results for Reading/ELA 3-5</p> <p>MOY/EOY Lexile levels based on RI</p> <p>MOY/EOY DIBELS results K-5</p> <p>Quarterly data days</p> <p>Monitor new team scheduling to ensure all material is covered</p> <p>Review of Lesson plans</p> <p>Classroom observations</p> <p>Modeling by Academic Coaches</p> <p>Weekly planning with Academic Coaches</p> <p>Professional Learning for Classworks</p>	<p>\$4000 for purchase of Test Prep Materials</p> <p>Hourly salary for additional Title I support teachers</p> <p>Literacy Specialist- paid by Title I</p> <p>Substitutes for data days</p> <p>Study Island</p> <p>Outside Professional Learning</p> <p>PI Funds for Level Readers for parents to check out</p> <p>\$11,900 to purchase Classworks and PL</p> <p>Colored paper</p> <p>Communication Folders</p> <p>Postcards</p> <p>Stamps</p>

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

Increase the percent of distinguished/proficient students in Mathematics on the Georgia Milestones in grades 4/5 will increase more than 2% at the end of SY 2017 and students in PK - 3rd will increase their academic achievement on the SGA in the area of Mathematics to meet the expected 35% growth and exceeding growth of 45%.

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		
Curriculum 1, 2, 3	All Groups	<ul style="list-style-type: none"> FY 17 - Change to team teaching in 4th and 5th to allow for more instructional time with fewer class changes. Fluency Plan in K-5 Extra Support during instructional time in math through supplementary instruction from Title I teachers Teachers use common performance tasks, and they utilize the data results of both formative and summative assessments to guide future instruction. All teachers at TES are implementing standards-based classrooms to include the workshop model and posting of the standards with related anchor charts. Teachers will also work to implement research-based best practices and instructional strategies to promote differentiation, high order thinking (DOK), the use of graphic organizers, and both activating and summarizing strategies. Teachers will frequently utilize data results from both formative and summative assessments to drive future implementation the curriculum. Test Prep materials Continue Differentiated Instruction Classroom teachers providing students with remediation/acceleration time each week, needs based grouping, and Study Island interventions. Offer enriched and accelerated core content classes in mathematics, reading/ELA, science and social studies. Pre-k will plan with kindergarten to ensure upcoming students are ready 	<ul style="list-style-type: none"> *Weekly professional learning *Documentation for RTI *Lesson plans w/differentiation, acceleration *Study Island *Moby Max *Math Fluency Plan *Blue Ribbon Competition *Lexile Reward *Math Fluency Reward *Parent Conference Sign-in Sheets *Professional Learning Logs *Number Talks *Use of Classworks 	<p>School Leaders Demonstrate: Knowledge of professional learning</p> <p>Teachers Demonstrate: Differentiation for students in lesson plans</p> <p>Students Demonstrate: *Improved results in 3-5 Math EOG *Improved results on MOY/EOY AIMSWEB Math K - 5</p> <p>Parents Demonstrate: Understanding of student data during parent conferences</p>	<p>Performance Assessment results at 12 and 24 weeks for Reading, ELA, Math, Science and Social Studies 1st - 5th</p> <p>EOG Results for Math 3-5</p> <p>MOY/EOY AIMSWEB Math results K-5</p> <p>Quarterly data days</p> <p>Lesson plans w/ documented differentiation, acceleration</p> <p>Professional Learning for Classworks</p>	<p>Program: Master Teacher - online and paper copies \$25 per teacher - total not to exceed \$1225.00</p> <p>Math Specialist training</p> <p>Math Specialist - paid by Title I</p> <p>Moby Max</p> <p>Study Island</p> <p>Substitutes for data days</p> <p>Outside Professional Learning</p> <p>PI Funds for Parent Math Survival Guides</p> <p>\$11,900 to purchase Classworks and PL</p>
Assessment 1,2,3,4,5	EL Subgroup					
Instruction 1,2,3,4,5,6,7,8,9	ESS Subgroup					
Professional Learning 1,2,3,4,5,6	ED Subgroup					
Leadership 1,2,3,4,5,6,7,8	All Ethnic Subgroups					
Planning 1,2,3,4,5	Parents					
Family Engagement 1,2,3,4,5	Teachers					
School Culture 2,3,4	Administrators					
	Academic Coaches					

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

(SWP 2, 7, 9, 10)

Increase the percent of students testing on grade level using DIBELS, RI and AIMSWEB by 5%.

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		
Curriculum 1, 2, 3 Assessment 1,2,3,4,5 Instruction 1,2,3,4,5,6,7,8,9 Professional Learning 1,2,3,4,5,6 Leadership 1,2,3,4,5,6,7,8 Planning 1,2,3,4,5 Family Engagement 1,2,3,4,5 School Culture 2,3,4	All Groups EL Subgroup ESS Subgroup ED Subgroup All Ethnic Subgroups Parents Teachers Administrators Academic Coaches	<ul style="list-style-type: none"> ▪ Math Fluency Plan ▪ Reading Fluency ▪ Comprehension Plan ▪ Small Group Instruction ▪ Differentiated Instruction ▪ Classroom teachers providing students with remediation/acceleration time each week, needs based grouping, and Study Island interventions. ▪ Offer enriched and accelerated core content classes in mathematics, reading/ELA, science and social studies. ▪ RTI/SST ▪ Interventions ▪ Reading Recovery 	*Extra Supplemental Teaching Positions (Rdg, Sci, Math) *RTI and Pyramid of Interventions *Lucy Calkins Writers Workshop *Lucy Calkins Readers Workshop *Number Talks *SLDS Usage *Study Island Usage *Moby Max Usage *Lesson Plans *Professional Learning Logs *Parent Conference Sign in Sheets *Math Fluency Plan *Blue Ribbon Competition *Lexile Reward *Math Fluency Reward	School Leaders Demonstrate: Knowledge of data Teachers Demonstrate: Student growth at so they are on grade level by EOY Students Demonstrate: *Improved results EOG in 3-5 Reading/ELA, Math *Improved results on MOY/EOY DIBELS K-5 *Improved results on MOY/EOY RI 3 - 5 *Improved results on MOY/EOY AIMSWEB Math K - 5 Parents Demonstrate: Understanding of student data during parent conferences	Performance Assessment results at 12 and 24 weeks for Reading, ELA, Math, Science and Social Studies 1 st - 5 th EOG Results for Reading/ELA, Math, Science and Social Studies 3-5 MOY/EOY Lexile levels based on SRI MOY/EOY DIBELS results K-5 MOY/EOY AIMSWEB Math results K-5 Quarterly data days Lesson plans w/ documented differentiation, acceleration EOG Results for Reading/ELA 3-5 MOY/EOY Lexile levels based on RI MOY/EOY DIBELS results K-5	Purchase license for DIBELS Purchase RI Purchase AIMSWEB Math Substitutes for data days Outside Professional Learning Math Specialist - paid by Title I Literacy Specialist - paid by Title I

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<p>Grade-level and content-specific meetings will occur weekly (including ESS teachers and co-teach teams) in order to define what students should know, do, and understand for reading/ELA.</p>	<p>Weekly grade level meetings with Literacy Specialist</p> <p>Weekly Professional Learning on Wednesday's for Literacy</p> <p>Peer Observations once per nine weeks</p> <p>TKES Observations by administrators</p> <p>Trainings will be based on teacher input related to the reading/ELA standards</p>	<p>Any materials needed</p> <p>Salary for Literacy Specialist</p> <p>Lucy Calkins Writing and Reading Workshop Training</p> <p>Rewards for Lexile and reading fluency plan</p> <p>\$11,900 to purchase Classworks and PL</p>	<p>Administrators</p> <p>Literacy Specialist</p> <p>Teachers who are chosen to do Teacher-led Professional Development</p>	<p>Sign in sheets</p> <p>Administrator observations</p> <p>Literacy Specialist observations</p>	<p>*Improved results in 3-5 Reading/ELA, Social Studies EOG</p> <p>*Improved results on MOY/EOY DIBELS K-5</p> <p>*Improved results on MOY/EOY RI 3 - 5</p> <p>*Sign in sheets</p> <p>*Improvement on ILP in Classworks</p>
<p>Teachers will attend district-wide collaboration meetings once per semester in the areas of reading/ELA, math and science. Social Studies will be tied into the reading/ELA meetings.</p>	<p>Once per semester</p>	<p>Any materials needed</p>	<p>Administrators</p> <p>Literacy Specialist</p> <p>Math Specialist</p>	<p>Sign in sheets</p> <p>Administrator observations</p> <p>Literacy and Math Specialist observations</p>	<p>*Improved results in 3-5 Reading/ELA, Math and Science EOG</p> <p>*Improved results on MOY/EOY DIBELS K-5</p> <p>*Improved results on MOY/EOY AIMSWEB Math K - 5</p> <p>*Improved results on MOY/EOY RI 3 - 5</p>
<p>Grade-level and content-specific meetings will occur weekly (including ESS teachers and co-teach teams) in order to define what students should know, do, and understand for math.</p>	<p>Weekly grade level meetings w/ Math Specialist</p> <p>Weekly Professional Learning on Wednesday's for Math</p> <p>Peer Observations once per nine weeks</p> <p>TKES Observations by administrators</p> <p>Trainings will be based on teacher input related to the math standards</p>	<p>Any materials needed</p> <p>Salary for Math Specialist</p> <p>Rewards for Math Fluency Plan</p> <p>\$11,900 to purchase Classworks and PL</p>	<p>Administrators</p> <p>Math Specialist</p> <p>Teachers who are chosen to do Teacher-led Professional Development</p>	<p>Sign in sheets</p> <p>Math Specialist observations</p>	<p>*Sign in sheets</p> <p>*Improved results in 3-5 Math and Science EOG</p> <p>*Improved results on MOY/EOY AIMSWEB Math K - 5</p> <p>*Improvement on ILP in Classworks</p>

Highly Qualified Staff

(SWP 3, 5)

All course are taught by highly qualified staff. Yes (Yes or no)
If no, explain

List efforts to recruit highly qualified teachers to your school.

All of the teachers and paraprofessionals at Tolbert Elementary School are ranked “highly qualified” by the Georgia Professional Standards Commission and the Georgia Department of Education. The master schedule is developed so that all teachers teach courses that they are qualified to teach. New teachers to TES will receive feedback from system, school level training/support, and peer focus walks.

At the system level, recruiting is coordinated with all schools by the Human Resources department and includes job fairs, transfer fairs, and recruiting within and outside of the state. The Title IIA Highly Qualified program is implemented in all hiring processes at the school level.

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>

Data Pages

Prioritized Needs	Data Source				Mathematics						
<p>Reading/English Language Arts</p> <p>*Exceeds Goal: The number of distinguished/proficient students in reading/language arts on the Milestones in grades 4-5 will increase more than 2% at the end of SY 2017.</p> <p>*Students in PK – 3rd will increase their academic achievement on the SLO in the area of reading to meet the expected 35% growth and the exceeding growth of 45%. (90% of students).</p> <p>*Targeted Subgroup: Students With Disabilities will increase more than 2% proficient/distinguished on the reading/language arts portion of the Milestones in grades 4-5 at the end of SY 2017.</p> <p>*Students with Disabilities in PK – 3rd will increase their academic achievement on the SLO in the area of reading to meet the expected 35% growth and the exceeding growth of 45%. (90% of students).</p>	<p>3rd grade</p> <p>Beginning Learner</p> <p>Developing Learner</p> <p>Proficient Learner</p> <p>Distinguished Learner</p> <p>4th Grade</p> <p>Beginning Learner</p> <p>Developing Learner</p> <p>Proficient Learner</p> <p>Distinguished Learner</p> <p>5th Grade</p> <p>Beginning Learner</p> <p>Developing Learner</p> <p>Proficient Learner</p> <p>Distinguished Learner</p>	<p>REA/ELA -</p> <p>15</p> <p>38%</p> <p>23%</p> <p>26%</p> <p>12%</p> <p>ELA/REA -</p> <p>15</p> <p>31%</p> <p>44%</p> <p>21%</p> <p>5%</p> <p>ELA/REA -</p> <p>15</p> <p>26%</p> <p>36%</p> <p>35%</p> <p>4%</p>	<p>REA/ELA -</p> <p>16</p> <p>34%</p> <p>30%</p> <p>23%</p> <p>14%</p> <p>ELA/REA -</p> <p>16</p> <p>33%</p> <p>35%</p> <p>22%</p> <p>9%</p> <p>ELA/REA -</p> <p>16</p> <p>21%</p> <p>43%</p> <p>28%</p> <p>8%</p>	<p>Syst -</p> <p>15</p> <p>33%</p> <p>36%</p> <p>23%</p> <p>8%</p> <p>Syst -</p> <p>15</p> <p>30%</p> <p>39%</p> <p>25%</p> <p>5%</p> <p>Syst -</p> <p>15</p> <p>24%</p> <p>39%</p> <p>31%</p> <p>6%</p>	<p>Syst -</p> <p>16</p> <p>33%</p> <p>33%</p> <p>27%</p> <p>7%</p> <p>Syst -</p> <p>16</p> <p>28%</p> <p>42%</p> <p>23%</p> <p>7%</p> <p>Syst -</p> <p>16</p> <p>19%</p> <p>40%</p> <p>34%</p> <p>6%</p>	<p>*Exceeds Goal: The number of students scoring proficient/distinguished in mathematics on the Milestones in grades 4-5 will increase more than 2% at the end of SY 2017.</p> <p>*Students in PK – 3rd will increase their academic achievement on the SLO in the area of mathematics to meet the expected 35% growth and the exceeding growth of 45%. (90% of students).</p> <p>*Targeted Subgroup: Students With Disabilities will increase more than 2% scoring proficient/distinguished on the mathematics portion of the Milestones in grades 4-5 at the end of SY 2017.</p> <p>*Students with Disabilities in PK – 3rd will increase their academic achievement on the SLO in the area of mathematics to meet the expected 35% growth and the exceeding growth of 45%. (90% of students).</p>	<p>3rd grade</p> <p>Beginning Learner</p> <p>Developing Learner</p> <p>Proficient Learner</p> <p>Distinguished Learner</p> <p>4th Grade</p> <p>Beginning Learner</p> <p>Developing Learner</p> <p>Proficient Learner</p> <p>Distinguished Learner</p> <p>5th Grade</p> <p>Beginning Learner</p> <p>Developing Learner</p> <p>Proficient Learner</p> <p>Distinguished Learner</p>	<p>Math -</p> <p>15</p> <p>31%</p> <p>36%</p> <p>24%</p> <p>9%</p> <p>Math -</p> <p>15</p> <p>15%</p> <p>44%</p> <p>33%</p> <p>8%</p> <p>Math -</p> <p>15</p> <p>18%</p> <p>37%</p> <p>38%</p> <p>8%</p>	<p>Math -</p> <p>16</p> <p>16%</p> <p>48%</p> <p>26%</p> <p>10%</p> <p>Math -</p> <p>16</p> <p>25%</p> <p>45%</p> <p>25%</p> <p>6%</p> <p>Math -</p> <p>16</p> <p>25%</p> <p>38%</p> <p>32%</p> <p>6%</p>	<p>Syst -</p> <p>15</p> <p>21%</p> <p>49%</p> <p>26%</p> <p>4%</p> <p>Syst -</p> <p>15</p> <p>17%</p> <p>43%</p> <p>33%</p> <p>7%</p> <p>Syst -</p> <p>15</p> <p>22%</p> <p>40%</p> <p>30%</p> <p>8%</p>	<p>Syst -</p> <p>16</p> <p>19%</p> <p>44%</p> <p>31%</p> <p>6%</p> <p>Syst -</p> <p>16</p> <p>19%</p> <p>45%</p> <p>32%</p> <p>4%</p> <p>Syst -</p> <p>16</p> <p>21%</p> <p>42%</p> <p>30%</p> <p>7%</p>

<u>Science</u>	SCI-	SCI-	Syst -	Syst -	SS-	SS-
*Achievement Goal: Students will demonstrate increased achievement of 3% or more in the area of science on the Milestones in grade 5 proficient/distinguished at the end of SY 2017.						
*Targeted Subgroup: Students With Disabilities will increase more than 3% proficient/distinguished on the science portion of the Milestones in grade 5 at the end of SY 2017.						
<u>Social Studies</u>						
*Achievement Goal: Students will demonstrate increased achievement of 3% or more in the area of social studies on the Milestones in grade 5 proficient/distinguished at the end of SY 2017.						
*Targeted Subgroup: Students With Disabilities will increase more than 3% proficient/distinguished on the social studies portion of the Milestones in grade 5 at the end of SY 2017.						

3rd grade	SCI-	SCI-	Syst -	Syst -	SS-	SS-
Beginning Learner	15	16	15	16	15	16
Developing Learner	22%	14%	25%	19%	26%	18%
Proficient Learner	44%	51%	47%	48%	37%	48%
Distinguished Learner	24%	26%	22%	25%	22%	21%
Learner	10%	10%	6%	9%	14%	14%
4th Grade	SCI-	SCI-	Syst -	Syst -	SS-	SS-
Beginning Learner	15	16	15	16	15	16
Developing Learner	13%	19%	27%	23%	13%	25%
Proficient Learner	44%	44%	44%	45%	37%	40%
Distinguished Learner	36%	29%	24%	26%	36%	24%
Learner	7%	8%	4%	5%	15%	12%
5th Grade	SCI-	SCI-	Syst -	Syst -	SS-	SS-
Beginning Learner	15	16	15	16	15	16
Developing Learner	29%	25%	32%	29%	22%	27%
Proficient Learner	35%	34%	38%	33%	46%	42%
Distinguished Learner	30%	29%	26%	30%	19%	20%
Learner	7%	12%	5%	8%	13%	11%