

# PES Action Plan Single Sheet 2016-2017

**Measurable Goals:** All grades will meet appropriate AMO goals (Reading: , Math: ).

| Keys        | Actions, Strategies, and Interventions   |
|-------------|--|
| Curriculum  | Continue to implement <b>literacy strategies</b> throughout all academic subjects, with an emphasis on <b>Bookworms and CSR</b> literacy strategies.   |
|             | Implement instructional <b>technology</b> strategies in all academic areas.  |
|             | Integrate teaching strategies embedded in <b>Teacher Keys Effectiveness System (TKES)</b> to optimize student learning and growth  |
|             | <b>Implement writing</b> in every subject in all grade levels. Integrate genre-specific strategies instruction into a dedicated writing period and continue to incorporate daily writing across all academic subjects.   |
|             | Continue <b>math intervention</b> through differentiation with small group and co-teaching strategies to improve math fluency, computation, and problem solving.   |
|             | Continue <b>Singapore Math</b> strategies and <b>Number Talks</b> in grades K-5.   |
|             | Continue <b>integrating Social Studies and Science</b> in Reading, ELA, and Math.  |
|             | Continue to develop and implement <b>performance tasks</b> in all academic areas.  |
|             | Continue to increase rigor through <b>Quadrant D</b> strategies in all academic subjects.  |
|             | Incorporate <b>real-world applications/tasks</b> in all academic subjects to increase rigor and relevance.   |
| Assessment  | <b>Establish PLCs (Professional Learning Communities) for content area teachers to vertically plan and analyze data in order to improve student achievement and teaching practices.</b>  |
|             | <b>Analyze ACCESS scores for ELL students</b> in order to provide subgroup with differentiation needed to be successful. (Can-do descriptors)  |
|             | <b>Continue academic planning and data analysis:</b> <ul style="list-style-type: none"> <li>• Use county curriculum calendar to pace instruction</li> <li>• Use county-created benchmarks as formative tools to guide instruction</li> <li>• Implement level 3 questions to improve higher-order thinking skills</li> <li>• Continue to implement rigor and differentiation in all subjects</li> <li>• Use EATS format (<b>Essential Question, Activator, Teaching Strategies, Summarizers</b>) to create weekly lesson plans from Units.</li> </ul> |
|             | Continue to <b>examine student work</b> .  |
| Instruction | <b>Implement a school-created STEAM program into the <i>Specials Block</i> that includes a hands-on science and technology lab, foreign languages and art courses to expand students' knowledge base in a real life context.</b>   |
|             | <b>Continue to use instructional technology</b> across the curriculum to allow opportunities for direct instruction, participation, and manipulation of the content  |
|             | Change from a departmentalized model to a team-teaching model in grades 2, 4, and 5 to allow teachers more instructional time for core subjects and easier integration of content. Implement a parallel block schedule in fifth grade to reduce student-teacher ratio in math classes and support differentiated instruction.  |
|             | Continue to integrate technology into instruction/unit plans with use of presentation carts, promethean boards, Elmos/Lady Bugs, iPads, Chromebooks, and laptops <ul style="list-style-type: none"> <li>• (move to 1:1 in grades 3-5)</li> </ul>   |
|             | Emphasize the use of higher order thinking skills, content vocabulary, and differentiation opportunities in all subject areas, based upon grade level GSE.   |
|             | Implement a school-wide, dedicated ELT (Extended Learning Time) for math instruction at the beginning of each day to supplement the instructional program and provide enrichment and remediation opportunities. Provide an after-school reading program to support literacy development.   |

| Keys                         | Actions, Strategies, and Interventions  |
|------------------------------|---|
| School, Family and Community | Provide <b>workshops for parents</b> <ul style="list-style-type: none"> <li>Family Involvement Coordinator</li> </ul>   |
|                              | Schedule <b>conferences</b> as needed each 9 weeks for the primary purpose of discussing student achievement and/or the Response to Intervention process  |
|                              | Distribute <b>Teacher-Student-Parent compact</b> at the beginning of the school year.   |
| Professional Learning        | Provide an additional <b>Open House</b> for parents of students who are ELL, Migrant, or in the GATE program  |
|                              | Participate in appropriate professional development opportunities such as <b>book and article studies</b> (teachers and administrators)   |
|                              | Participate in <b>Professional Development</b> for Project Sense (Science Labs) training, Technology (Illuminate, Infinite Campus) and continue Bookworms, writing, and Singapore Math PD.  |
|                              | Implement effective strategies that will assist teachers to successfully integrate <b>Response to Intervention</b> within their classrooms  |
|                              | Continue redelivery and implementation of strategies learned at <b>Model Schools Conference (Daggett System for Effective Instruction: Building Rigor, Relevance, and Relationships)</b> .  |
|                              | Utilize <b>Okefenokee RESA</b> course offerings for teacher development and PLU credits   |
|                              | Continue <b>mentoring program</b> for new teachers and teachers who need extra assistance with instructional strategies and classroom management  |
| Leadership                   | School leaders (Better Seeking Team) work with teachers and grade levels to <b>analyze the data, and utilize the data (formative and summative), to guide instruction</b> , to set academic goals for all students, and to plan safety nets for students requiring additional academic assistance                         |
|                              | School leaders will focus on <b>frequent classroom observations</b> to improve teaching and student achievement   |
|                              | Continue to develop <b>Health and Wellness Policy</b>   |
| School Culture               | Evaluate the practice of looping. Several teachers (grades 3 to 4 and 4 to 5) will remain with their students for a second academic year in order to take advantage of well-established student-teacher-parent relationships and maximize use of instructional time and the opportunity to meet individual student needs. |
|                              | Use <b>PBIS strategies</b> as an intervention process to decrease discipline incidents.   |
|                              | Continue efforts to <b>translate documents</b> into Spanish   |
|                              | Continue to improve home-school communication efforts through newsletters, school website, classroom websites, newspaper articles, flyers, Notify Me, Remind 101, Infinite Campus, and Class Dojo.  |
|                              | Annually review the <b>crisis management plan</b> through the table top drill, safety meetings, and follow-up crisis event with an evaluation and site safety inspections   |
|                              | Provide opportunities for <b>parents to have input</b> in school programs through surveys, SACS, school improvement committees, parent workshops, school council, PTO   |
|                              | A culture of success is supported by <b>high profile celebrations and recognitions</b> that encourage academic progress and reinforce the focus on academics  |
|                              | Continue utilizing <b>safety programs</b> : Red Ribbon Week, Severe Weather Drills, Fire Drills, Bus Safety, Tornado Drills, Bullying, Quest, 4-H, Quick Think, Carpool.com Dismissal System  |
|                              | Continue <b>character education program</b>   |
|                              | Monitor students who are tardy or check out early. <b>Monitor attendance</b> and follow-up on absences.   |