Student Performance Goal #1:
Increase the percentage of students in grades 3-5 scoring proficient and above on the 2020 Georgia Milestones End of Grade assessment in ELA from 28% to 32%.
  -3rd grade goal: 27.3%   (Baseline 2019 Fall MAP PP: 22.3%)
 -4th Grade Goal: 33.3% (Baseline 2018-2019: 28.3%)
 -5th Grade Goal: 34.9% (Baseline 2018-2019: 29.9%)

HCS Strategic Priority:
Ensure a High Performing Environment for all students

HCS Core Beliefs and Commitments:
We believe that each student can learn at or above grade level and will have equal opportunity to do so.

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Align instruction and materials with the Henry Teaching & Learning Standards (HLTS). **Professional development and collaboration with data analysis to drive instruction** **Guided reading strategies** **Integrating SS/Sci and ELA Science lab**	Students read, comprehend, and analyze on or above grade level texts. Students acquire grade level vocabulary and build reading fluency. Students use effective decoding skills. Students practice word study through phonics, word work, and vocabulary.	Curriculum Empowerment Data Analysis Lexile training from SLDS trainer Early Literacy PD Phonics PD Reading strategies book study MTSS Toolkit	Observations-weekly Data from Unit (every 6 weeks), MAP (3 times a year), and Milestones assessments- Yearly F&P- Minimum of 3 times a year Lesson Plans- Weekly AR Data-every 6 weeks

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Strategies and Interventions **Lexile Levels/FP Levels used for selecting reading material** **Variety of text types used** **Phonics instruction K-2** **Reading strategies across the curriculum in grades 3-5** **Teacher read-aloud** **Accelerated Reader** **Writing instruction** **Conferencing with students** **Vocabulary instruction**	Students write for varied purposes in multiple genres using a variety of formats. Students will use cognitive strategies of effective readers: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. Student will be reading various genres and types of text at grade level or above. Students will be using effective decoding skills. Students actively question, discuss, argue, debate, respond and generate new knowledge based on reading books, text or passages. Students will be able to articulate their reading levels and provide		

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
	actions steps for improvement based in reading data. Students can articulate learning targets.		

Student Performance Goal #2:
Increase the percentage of students in grades 3-5 scoring proficient and above on the 2020 Georgia Milestones End of Grade assessment in Math from 27% to 32% (3rd 5% increase based on MAP Projected Proficiency, 4th 41% and 5th 39%). .

HCS Strategic Priority:
Ensure a High Performing Environment for all students
HCS Core Beliefs and Commitments:
We believe that each student can learn at or above grade level and will have equal opportunity to do so.

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Align instruction and materials using the HCS balanced instruction in Mathematics **Aligning standards to the tasks to build strong guided math stations** **Professional development and collaboration with data analysis to drive instruction** **Strategies/Interventions:** **Frameworks** **Number Talks** **Math PD**	Students can communicate using precise language and accurate math vocabulary Students engage in mathematical discourse, including constructing viable arguments and critiquing the reasoning of others Students represent mathematics in various ways Students can effectively communicate their learning levels/goals Students can use data to increase performance	Data Analysis Workshop Model Curriculum Empowerment HTLS, Unit Plans, assessment collaboration	Observations-Weekly Data from Unit (every 6 weeks), MAP (3 times a year, and Milestones assessments (yearly) IKAN K-2 (Minimum 3 times a year) Lesson Plans-Weekly Problem of the Day usage- Pull data monthly

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring
Problem of the Day **Title 1 tutoring** **Data talks after post-tests** **Data talks after MAP** **Action plans for next steps**	Students can articulate learning targets. Students compute with numbers accurately, efficiently, and effectively Students will focus on efficiency of strategy rather than rote procedures Students make mathematical connections and make authentic connections		

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring

Student Performance Goal #3:   Decrease the number of out of school suspension by 50% from 80 to 40 by May 31, 2020.
HCS Strategic Priority: Ensure a High Performing Environment for all students
HCS Core Beliefs and Commitments: We believe that each student can learn at or above grade level and will have equal opportunity to do so.

CONTINUOUS SCHOOL IMPROVEMENT

HENRY COUNTY SCHOOLS
SY 2019-2020

Actions, Strategies, and Interventions	Expected Learning Outcomes of Actions, Strategies, and/or Interventions	Professional Learning Needed	Methods of Monitoring